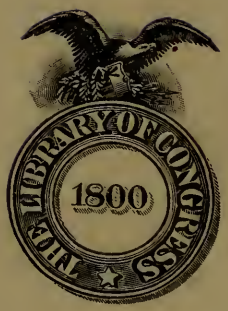
FACTS FOR FRESHMEN

CONCERNING

The University of Illinois



Facts For Freshmen

Concerning

The University of Illinois

BY

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Foreword

The writers of this little book hope that it will be of interest and service to those who contemplate entering the University, or to those who have just enrolled, in making them better acquainted with the history and the life of the institution, and in giving them information for which they might often hesitate to ask.

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Historical Sketch

The University of Illinois is younger than most of the larger state universities, and besides the fact that it is young, it was slow in beginning its development. Like the other state universities the Illinois Industrial University, as it was at first called, grew out of the desire of the common people to furnish their children practical education as good as the best.

In July, 1862, an Act was passed by Congress donating public lands, in the ratio of thirty thousand acres for each senator and representative, to the states and territories which would provide colleges for the teaching of agriculture and the mechanic arts. Under this Act Illinois would receive 480,000 acres of land valued at $600,000.00, the interest of which could be applied for educational purposes. The Legislature of Illinois accepted the grant in February, 1863. The following year a committee of six, of which Professor Jonathan B. Turner of Jacksonville, Illinois, was perhaps the most influential member, was appointed by the State Agricultural Society to take the matter up, and to present to the State Legislature a plan of organization. This was done, and in February, 1867, a bill was passed by the Legislature locating the institution in Urbana. This action was taken in view of certain donations amounting to perhaps $200,000.00, made by the Illinois Central Railroad Company, Champaign County, and the cities of Champaign and Urbana. These donations included the "Urbana and Champaign Institute Building," a large, ill-built structure standing approximately where the baseball diamond in Illinois Field is now located. In this building, which was also used partly as a dormitory, the entire work of the University for a few years was carried on.

The government of the University was vested in a Board of Trustees, consisting of the Governor, the Superintendent of Public Instruction, and the President of the State Board

of Agriculture, *ex-officio* members, and twenty-eight citizens appointed by the Governor. The chief executive, who was also a member of the Board, was called Regent instead of President, as at present. This body was soon found to be too unwieldy, and in 1873 a new law was passed, providing that the Board should consist of nine members, three from each grand judicial division of the State, appointed by the Governor.

Women were not at the outset to be admitted, and the Trustees in the beginning emphasized their belief in the fact that the University was to be made a practical institution by the following resolution:

"Resolved, that we recognize it as a duty of the Board of Trustees to make this University preëminently a practical school of agriculture and the mechanic arts, not excluding other scientific and classical studies."

Every student was required to spend from one to two hours a day in manual labor for the institution, for which a modest remuneration was allowed. Seventy-seven students were enrolled during the first term of the University, which began March 11, 1868.

The first Regent, as he was then called, was Dr. John Milton Gregory of Kalamazoo, Michigan. Dr. Gregory served the University as its executive head from March 12, 1867, a year before the institution was formally opened, until 1880. He was born July 6, 1822, at Sand Lake, New York. He graduated from Union College, in 1846, studied law from 1836 to 1848, and later, after some time spent in the study of theology, he entered the Baptist ministry. He taught in a secondary school in Michigan for a time, and was in 1858 elected state superintendent of public instruction of the state of Michigan, which position he held until 1863, when he was elected to the presidency of Kalamazoo College. He was a man of the highest ideals, and of the broadest sympathies; he had a far-reaching vision of what such an institution as a State University should be, and should be able to accomplish; and he endeavored to lay the foundations of the University deep and strong. He ex-

ercised the strongest personal influence upon the student body.

During his régime a number of the instructors were appointed who are still in the service of the University: Professor S. W. Shattuck, of the mathematics department; Vice-President T. J. Burrill, of the department of botany; and Professor N. C. Ricker, of the architectural department; have all been connected with their respective departments forty years or more. Professor I. O. Baker, of the civil engineering department, has been (in 1911) a member of that department for thirty-seven years. Professor Edward Snyder, without the mention of whose name no sketch of the University would be complete, was appointed in 1868, and served the University continuously until 1896. In 1899 he gave to the University $12,000.00 to be loaned to needy students. The fund is known as the Edward Snyder Loan Fund. Professor Snyder died in 1903.

Women were first admitted to the University in 1870. The story is told that when the members of the Board of Trustees were deliberating over the matter in a room in the old dormitory, a group of boys much interested in the outcome were gathered in a room above listening through a friendly stovepipe hole to the discussion going on below. When the vote was finally taken, and was announced as favorable to the young women, an approving shout was heard from the gallant fellows above. The girls have ever since been thus kindly received. Twenty-two women registered the first year.

In January, 1870, a mechanical shop was fitted up with tools and machinery, and here was begun the first shop instruction given in any American university.

The same year a system of student government was adopted which for a time seemed to work admirably. Politics soon crept in, however, and perverted justice, and the system was in 1883 abandoned. In 1871 a bill was passed by the Legislature appropriating $75,000.00 for a building to cost not less than $150,000.00, and providing that $75,000.00 additional be appropriated at the next meeting. University Hall was begun, but the Legislature did not make the expected ad-

ditional appropriation; and the building had to be completed with money taken from other University funds. A dark line may still be seen on the walls of this building where the bricks were stained from exposure during the delay necessitated while waiting for funds.

The first publication by the students of the University appeared in November, 1870. It was called the *Student,* and was published monthly. Two years following the name was changed to the *Illini,* by which name the University daily is still known. In 1877 the University was first given permission by the Legislature to grant degrees. Previous to this time graduates of specified courses had simply been given certificates indicating that they had satisfactorily completed an outlined course of study.

In 1880 Dr. Gregory resigned his position as Regent. He spent the remainder of his life in Washington, D. C., where he died October 20, 1898. By his own special request he was buried on the University grounds. His last resting place is marked by the little square mound under the trees between University Hall and Wright street.

Dr. Selim H. Peabody, formerly Professor of Physics and of Mechanical Engineering, on the resignation of Dr. Gregory was appointed Regent *pro tempore.* The following March he was made Regent. Dr. Peabody was born at Rockingham, Vermont, August 20, 1829, and prepared for college in the Public Latin School of Boston. He was graduated from the University of Vermont in 1852. In 1877 he received the degree of Doctor of Philosophy from the same institution, and four years later was given the honorary degree of Doctor of Laws by the University of Iowa. All of his life following his graduation from college was spent in teaching in high schools and colleges, both in the east and in the west. He came to the University in 1878 as Professor of Physics and Mechanical Engineering. He was a man of wide learning. It is said of him that at the time of his appointment to the office of Regent in 1880, he could have taught successfully any subject offered in the curriculum of the institution. We had not at that time reached the age of high specialization

that we are now in. He remained at the head of the University until 1891. He died at St. Louis, Missouri, May 26, 1903.

During his administration a number of events occurred of interest in the development of the institution. The Legislature, which had been niggardly in its appropriation of funds, became somewhat more generous, and made appropriations both for the maintenance of the institution and for the erection of buildings. The appropriation for the erection of the present Armory was made in 1889, and for the north wing of the present Natural History Building in 1891. Professor N. C. Ricker drew the plans for both of these buildings. A number of departments were added to the curriculum, including Mining Engineering, Pedagogy, and Rhetoric and Oratory, and an effort was made to gain a stronger control of student affairs. The *Illini* was reorganized, the time required to be put in by students in military drill was reduced, and fraternities and other secret societies were banished. A rule was passed that no student should enter the University until he had pledged himself not to join a fraternity, and that no student should be graduated until he had certified that he had not belonged to any fraternity while in the University. The rule was strenuous, but was later repealed.

The University had experienced a good deal of annoyance and found that considerable misunderstanding had arisen from the name "Illinois Industrial University," many people of the State having the idea that the University was a sort of penal institution or a reform school. The Trustees, therefore, petitioned the Legislature to change the name to "University of Illinois." This petition was acted on favorably, and brought great rejoicing to the friends of the University. The State Laboratory of Natural History was this same year brought to the University.

By an Act passed in 1887 Trustees of the University were henceforth to be elected by popular vote. This change made it possible for women to be members of the Board. The change in the manner of election helped materially to bring the institution before the people of the State, many

of whom had previously known little or nothing of its character or existence.

On the resignation of Regent Peabody in June, 1891, the Board of Trustees appointed Professor T. J. Burrill as Acting Regent, and he served during an inter-regnum of three years. Up to this time the number of students in attendance at the University had but once reached five hundred. It was known almost exclusively, if known at all, as an engineering and an agricultural institution, though in agriculture it had few students, and had done little work. The Legislature became more generous; appropriations for new buildings were received; more money for operating expenses was secured; graduate work was undertaken; and the whole institution seemed to have an awakening. The attendance increased; student organizations were aroused, the ban was taken off fraternities; and the relations between students and Faculty became more agreeable than they had been for years. Students were allowed greater liberty of action, and responded with greater sanity of conduct. A women's gymnasium was established; the Engineering Building was erected; and the office of Registrar was created. Everywhere a better spirit grew up.

In April, 1894, Dr. Andrew Sloan Draper, then Superintendent of the Cleveland, Ohio, schools was elected head of the institution, the title being changed from Regent to President. He entered upon the duties of his office September, 1894.

Andrew Sloan Draper, the third President of the University, was born June 21, 1848, at Westford, New York. He was reared and educated in the state of New York, and for many years formed a large part of the political and educational life of that state. He was a graduate of the Albany Academy, and received his training for the profession of law in the law school of Union College, graduating in 1871. He has received the honorary degree of Doctor of Laws from several of the leading universities of the country. For nearly a dozen years after his graduation in law, he practiced his profession. He was a member of

the New York state legislature in 1881, judge of the United States Court of Alabama Claims in 1884 to 1886, and State Superintendent of Public Instruction from 1886 to 1892. The two years previous to his coming to the University he had been superintendent of the public schools of Cleveland, Ohio. President Draper had had wide experience with men, in politics and in educational work; he had shown his ability as an organizer; and he put this quality to good use in his management of University affairs. He established the fact that the University to be successfully operated needed more buildings, and more money, and he got both. He enlarged the facilities for work in all the colleges; through his influence the College of Law was organized; the present School of Library Science was brought to the University; a School of Music was established; and an affiliation was made with the College of Physicians and Surgeons in Chicago. He showed the keenest personal interest in students and student activities. He was a rigid and successful disciplinarian, but he at the same time stood for what furnished students physical and social enjoyment. He enlarged the social life of the students; he encouraged athletics; he cultivated a friendly relationship between students and Faculty; and he brought about harmony where there had frequently been dissension.

President Draper managed in a large degree to put the University right before the people of the State, who in many cases had looked upon it with disfavor, or with indifference. It was by his skill in 1897, when the treasurer of the institution defalcated, carrying with him nearly a half million dollars of University funds, that the University was brought through its difficulties with a minimum of loss and friction, and the State was immediately lead to fulfill its legal obligation to the Federal Government by assuming the regular payment of the interest on the endowment funds which had been stolen. Under his administration the Engineering Experiment Station was established; eleven important buildings were erected at a cost of $835,000.00; the amount appropriated for general running expenses of the institution was increased three-

fold; and the attendance grew from 750 to 3,500. Among the best services which he did to the University was to organize its regulations, and to put them into written form.

Dr. Draper resigned his position as President in 1904 to become the Commissioner of Education of the State of New York, a position which he still holds.

Dr. Edmund Janes James, the fourth President of the University, assumed charge November 5, 1904. President James was born May 24, 1855, at Jacksonville, Illinois. He prepared for college in the Model Department of the Illinois State Normal School, Normal. He was later a student of Northwestern University, and of Harvard College, and received his Doctor's Degree from the University of Halle. He taught in the public high school of Evanston, Illinois, and in the high school department of the Illinois State Normal School, Normal; and from 1883 to 1896 he was Professor of Public Administration in the University of Pennsylvania, and Director of the Wharton School of Finance and Economy. From 1896 to 1902 he was Professor of Public Administration and Director of the University Extension Division of the University of Chicago. He was President of Northwestern University from February, 1902 to September, 1904, when he resigned to become President of the University of Illinois.

President James is the first native of the state of Illinois to be elected President of one of the three great universities of the state—Northwestern, Chicago, and Illinois. He has presided over two of these, and was for six years a professor in the third. He is thus a sucker by birth, education and career,—a genuine product of the corn belt itself, of which fact he is naturally proud.

So far during President James' administration the University has made material advances, especially along scholarship lines. Many new buildings, also, have been added, and the appropriations for operating expenses have been generously enlarged at each biennium. Salaries of men of professorial rank have been increased fifty per cent., and for

this reason it has been possible materially to strengthen the teaching force. Distinguished scholars have been brought to the University from all over the world, and emphasis has been laid upon the importance of the University's going into research and graduate work if it is to take its place among the great universities of the country.

The Graduate School has become an actuality, and the Legislature and the people of the State have come to see its importance, and to approve definite appropriations for its support. A separate Graduate School faculty has been organized, and graduate instruction has been developed and strengthened. There have been established a School of Education, the State Geological Survey, and a School of Railway Engineering and Administration. During recent years, also, the work of the College of Literature and Arts has reached its highest standard of efficiency.

In May, 1911, a law was passed providing for a one mill tax on all the assessed property of the State for the support of the University. Previously the University had had a somewhat uncertain source of support. From the general government it is receiving annually $112,000.00; from students' fees, exclusive of the Chicago departments, about $95,000.00; and from the interest on the endowment $32,000.00. For all other sums it was dependent upon the biennial appropriations of the General Assembly of the State, which was indefinite and uncertain. The one mill tax puts the regular support of the University upon a safer foundation, and assures a regular income. No other event in the history of the institution is more important than the passage of this bill.

The Organization of the University

For the purpose of doing business the University is divided into schools and colleges, each with its separate body of instructors, or faculty. Each school is presided over by a Director, and each college by a Dean. At Urbana there are the colleges of Literature and Arts, Science, Engineering, Agriculture, and Law, and the Schools of Music and of Library Science.

The deans of the colleges, together with the President, the Vice-President, the Dean of Men, and the Dean of Women make up the Council of Administration. The Senate is composed of professors, or those acting as heads of departments, even though they may at that time be below the rank of professor. Those people who give instruction in a school or college constitute its faculty.

The Council of Administration, which is entirely an executive body, meets every Tuesday at four o'clock. It has final action on all student disciplinary matters. Cases of discipline are first considered by a committee appointed by the Council, of which the Dean of Men is chairman in the case of men, and the Dean of Women in the case of women. The findings of these committees are reported to the Council of Administration for its final action. The Council considers all irregular matters concerned with the waiving or the enforcement of general University rules. It is for the student a sort of court of last appeals.

The Senate, which corresponds to the general faculty in most colleges, meets on the first Monday of October, December, February, April, and June. It concerns itself entirely with legislative matters of a general character, or those which affect the whole institution. Its regulations have to do with such educational matters as affect all of the colleges, or the general University policy. It passes on such matters as entrance requirements, the requirements for

graduation, the general regulation of athletics, and so on. It has nothing to do with the enforcement of University laws.

The faculties of the respective schools and colleges meet at times best suited to each individual organization. Some meet at a regular time each week, and others only at the call of the Dean or the Director. Each faculty exercises legislative functions with regard to educational matters pertaining to its own work. It determines, for example, the amount and the character of work which students may take, the prerequisites for courses, the conditions on which students may proceed, and so on. The final authority in executive matters lies with the Dean of the college.

The Dean of Men is a general University officer who has charge of social matters and matters of conduct pertaining to the undergraduate men. He is chairman of the disciplinary committee for men, and has supervision over their class attendance. He is concerned with the conduct, progress, and interests of individual students. The Dean of Women bears a similar relation to the undergraduate women of the University.

The Problem of Living

In the early days of the University students found the most attractive places to live at some distance from the campus, often lodging two miles or more away from the University grounds. Now students are crowded as thickly and as closely as possible about the University, no one living more than a few blocks from the campus, excepting as he may wish to find a lodging place at a lower price. All the college activities are near the campus, and if one wishes to enjoy these he must pay for the privilege. The farther away one goes the more removed he is from the real college life, and the more cheaply he can find lodging. One who has a reasonable amount of money furnished him need not consider these relatively small differences, however.

A student coming to the University for the first time should not put off the selection of a lodging place until registration day, or he is likely to have little choice left him. He should choose early and thoughtfully with regard to his own comfort and convenience. Usually two students live together in one room, and this room is their home—parlor, study, living room, bed chamber all combined in one. It is desirable that it be well located, well heated, and well cared for. All these points should be carefully considered before the room is contracted for—they are much better adjusted before than after one has become a tenant.

The matter of neighbors is important. It is undesirable for many freshmen to occupy the same lodging house; their habits of study are likely to be unformed, and they waste each others' time without knowing it. It is unwise to live in a house where more than half the students are freshmen. Congenialty and community of interest are well worth looking for; the new student is influenced materially for good or for evil by the men with whom he lives.

When you make a contract for a room be sure you have

a definite and specific agreement, written if necessary. The custom in Champaign and Urbana, which for all practical purposes is the law, is to hold students to whatever contract they have made. If no definite time is set, then, whether he gives notice or not, the student must pay simply for the month on which he has entered, and may leave at any time. If he makes a definite agreement for a semester, or for the year, for instance, then he is held to this, and unless he can show that the landlady has broken her contract, must pay for the full time. Students should keep these points in mind; for the fact that one later finds that he can get a better room at a cheaper rate, or find a more agreeable location, or get into a fraternity, does not absolve him from the responsibility of his contract. Usually, however, if he can discover some one who is willing to take the room off his hands he is allowed to move.

A list of available rooms in both cities, with description and prices, is ordinarily kept by the Young Men's Christian Association, where it may be consulted freely by students. The office of the Dean of Men will also be glad to furnish any information which may aid students in the intelligent selection of lodging places. As to the payment of rent during the Christmas and other vacations, no general custom prevails. Some landladies make no deductions from the regular price; some charge but half rates for the time students are absent; and others make no charge at all. It is, therefore, all a matter of previous agreement, concerning which the student should be careful and definite.

A comparison of prices will show that room rent is somewhat higher in Champaign than in Urbana, and somewhat higher on Green, John, and Daniel streets in Champaign than in other parts of that city. About forty-five per-cent. of the students live in Urbana, and about fifty-five in Champaign. It is also usually true that a relatively larger percentage of the upper classmen live in Champaign than in Urbana. This is accounted for from the fact that practically all of the men's organizations have their houses or their headquarters in Champaign.

The sensible student will not move often. If in business life three moves are equal to a fire, in college life that many moves are generally equal to a flunk; for the man who can not get on with his landlady is not likely to be more successful with his instructors. Every student should select such a place to live as will enable him to live comfortably, and to do his work quietly and regularly. The work of a college course is a man's work, and it takes most of the student's time to do it well. It is sometimes difficult to do it even under the most comfortable and favorable conditions.

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There are a great many places about the University where students may get meals. Most students lodge at one place, and get their meals at another. The boarding clubs and restaurants are managed in various ways. Some are "coöperative," some are managed by students, others are under private control; but in any case the price of meals varies little, and one place is about as good as another. At some places both men and women are served, and at others only men are admitted. There is perhaps less unconventionality and better service at the mixed clubs than at others. The boarding house exclusively for men is likely to cause a degeneration in table manners.

In recent years there have grown up about the campus a number of lunch rooms where one may get a respectable meal for a relatively small sum. These places serve twenty-one meals for a stated sum, and because they allow the greatest freedom as to time and regularity of attendance upon meals they have been extensively patronized. The service at these places is rapid, but usually crude. The boy who eats his meals with a rush is very likely to develop chronic indigestion, and unconventional service is pretty sure to encourage crude and careless manners; neither one of

these things the college man can afford to carry about with him. The fact, too, that at such places the student pays only for what he selects, and so is given a chance to save money when his hunger is easily appeased, often leads him to choose an ill-nourishing or badly balanced ration. The student who tries to save money on his regular meals is laying up for himself an inheritance of indigestion, of which he will find it difficult or impossible to rid himself.

All that has been said applies to the boy who has sufficient money, and whose chief problem is how to use his time discreetly, and how to spend his money wisely. The young fellow who must himself make his living, or even a part of it, while he carries a college course, is in a much more difficult situation. Hundreds of students every year perform the double task successfully, but the efforts of many result in ill health and intellectual failure. There are few things about which more foolish statements are made by the general public than concerning the advantages which are supposed to accrue from working one's way through college. Poverty is always uncomfortable, and seldom a help. To earn one's way in college takes time and energy which might usually be devoted to more profitable things. No one should try it who is not forced to do so.

Any one who is to earn his living in college should not begin without some money. It is better to defer entering college for a year or two after graduation from high school than to enter with no resources, and to be forced to depend upon picking chance jobs here and there for existence. Fees, books, and other supplies draw heavily upon the student's resources at the beginning, and he must have something with which to meet this heavy drain. It is sufficiently difficult to adjust one's self immediately to a new environment without adding to this the necessity at the same time of earning one's living. Nor is it easier, as boys often think, to earn one's living in college than it is to do so in other places. The work of a college course is supposed to take the most of one's leisure time, so that one who enters college should have at least enough money to carry him for a half year,

and it would be wiser if he had enough for an entire year's expenses.

Boys who come for the first time to country places like Champaign and Urbana do not at first realize how many men there are who are trying to earn a living, and how difficult it sometimes is for a new man at once to find something to do. Students who have been in college the previous year have wisely picked up all the best jobs before going home, so that little is left for the newcomer except the discard.

The skilled laborer always gets more for his services than the one who can do nothing more than ordinarily well. A student who can do no special work must take what he can get, and will receive for his services only the payment which is given the common laborer, that is commonly twenty cents an hour. One who has learned a trade will very readily find employment on Saturdays, and for his odd hours. Those with special talents may earn their living more easily than others not so endowed. People who sing, or who play a musical instrument well, draftsmen, chauffeurs, barbers, bookkeepers, stenographers, and any with special training are much better fitted to help themselves than are those without such training.

The boy who intends to take upon himself the burden of earning his living while in college should be mature—and by that I mean usually nineteen or twenty years of age. The burden is too great for the young boy to assume. He should have a good physique, for he will often be forced to keep irregular hours, either to bring up his college work, or to do his outside work. He will get into difficulty if he slights either. The boy who works for his living will have to give more conscious attention to his clothing than other fellows, because he is not likely to have a new suit often; he must look neat, and yet his work is pretty sure to be hard on his clothing. He must keep his clothes in good condition, therefore, or he will soon come to have a slovenly appearance. If any man needs to learn neatness of appearance, and care in dress, it is the student who works for his living.

He must be resourceful and adaptable, able to fit in anywhere, and able also to use his brain in his work. It is the student who first meets an unsolved condition, or satisfies an unsatisfied want, who makes good at earning a living. The number and variety of the places where a student may get work at the University is almost infinite, though of course the new student is most likely to find occupation in waiting table at the innumerable fraternities, clubs, and boarding houses about the campus. For this service he usually receives his board. Every one should depend on himself for a job. Very few people will hire a man solely on someone else's recommendation; they want to see him and size him up themselves. A week before college opens is a good time to arrive in Urbana, and the Dean of Men is a good man to see for initial directions; then strike out for yourself, and if within two days you do not have a job it is your own fault. In getting a job at college it is the early bird that catches the caterpillar.

The student who is earning his living is doing a double business, neither part of which he can afford to neglect. If the food supply runs out, he is put out of business, and if he fails at his studies, he is put out of college, so there you are. He makes good in both lines only by conserving his energies, developing concentration of mind, and cultivating system in the use of his time. He can not afford to waste a moment. He will often have to sacrifice much, to keep out of many things that he would like to be a part of—athletics, social pleasures, college activities generally,—and he will not always be able to do his college work as well as he would like. College life is for him a compromise between what he would like to do, and what he must do.

Whether a student has much or little money it is a good thing for him to establish business relations as soon as he comes to Champaign or Urbana. If possible each student should have a definite monthly allowance due on a specific day, and on this he should see to it that he lives. It is better to have a bank account, and to pay all bills and accounts by check. Then the disagreements which frequently

arise as to whether or not a bill has been paid will be impossible. Since students expect to live in a college town for four years they should not underestimate the importance of establishing at once a creditable reputation with the merchants with whom they are to do business. It is a good thing to have a regular place to trade, and to become personally acquainted with the men with whom you spend your money. Don't go into debt, and don't borrow of the other fellows in order to do things which you can not afford. It is never easier to pay up out of next month's allowance than it has been to meet your obligations out of this month's. It is not the size of your allowance which causes you to get on easily, but the way in which you manage what you have.

Choosing a Course

Most people very sensibly have a feeling that education is for an object; that when we go to college it is in preparation for a distinct and definite occupation or profession. When a young man announces to his friends in any unmetropolitan community that he is going to college, the first question he is likely to be asked is "What are you going to study for?" And when he goes home at Christmas time the first query with which he will be confronted is "What are you studying for?" Education, at least in the minds of the majority of people, is for an object; looks forward to a definite future; is nothing if not for practical ends, or if it does not help a man to earn a living.

There are a number of high school graduates, no doubt, who should not go to college; those who do not care for books or study, those who have no intellectual outlook or ambitions, those who have heavy home obligations, or those whose ambitions are chiefly to make money quickly, those who have little money and less talent, and the morally and physically weak—all these, or the most of them, at least, would often be better off if they went immediately to work rather than to waste their own time, and the time of every one with whom they associate, in trying to carry a college course. Some must still toil with their hands, and reach success or failure without the training of books and why not these?

As matters are now there are certain professions into which one is not likely successfully to enter without a college education. It is true that in the past men have often made a success in the ministry, in teaching, in law, in medicine, in scientific investigations, and in engineering without the exact and rigid training which college offers, and it is also true that men sometimes will still reach distinction in these lines of work without such training, but the number is growing gradually smaller. If one is to distinguish himself in any

one of these lines he will do so most readily by giving himself the most thorough college training possible.

The choice of a profession, or of a college course, should not be dependent, as it too often is, upon either chance or our associations. In choosing a course from the long list of courses which the University offers the decision should be left very largely to you as an individual. The work you are to follow you should yourself select. Your father and mother may express preferences, your teachers and friends may give advice, but after all it is you who are to live the life, and do the work, and succeed or fail. You should listen to the advice, and have regard for the preferences, but you should not be dominated by them.

First of all you should determine the sort of work for which you are best fitted. You will be helped in this self-analysis by studying your work in the high school, and determining from this what you have done most successfully. Your friends and teachers will be able to help you in this regard, though they may sometimes be prejudiced in your favor, and decide that you can do a thing well because they desire you to do it well. If you do not enjoy mathematics, and if you get on with difficulty in these subjects, you are not likely to be a successful engineer; if literature and language do not appeal to you, and if you have little imagination or love of the beautiful, you should not elect to be either a poet or an architect; if you have been awkard and unsuccessful in the laboratory you should in all probability not make science your major subject.

Besides studying your own fitness for a course of study, your choice may very well be influenced by what you like. If you like your work you will go at it with more energy and enthusiasm than if it were distasteful to you, and so you will be very much more likely than otherwise to do it well. No matter how admirably we may be situated in the work in which we are engaged, there will come regularly the difficult, or the unexpected situation. There are always unpleasant tasks in whatever business we may be engaged, and if we have no love for our work, if it does not interest

us, if we can not come to it each day with exhileration and joy, then we are indeed unfortunate.

There are certain mental and moral traits, no doubt, which are necessary to success in any line. It is quite conceivable that in order to get on as a president of a great railroad system, or as a coal heaver, one should have energy. Industry, also, is necessary, no matter what we are trying to accomplish. Integrity, persistence, application, self-confidence within limits are all required if one is to succeed in the most exalted positions or at the humblest tasks.

Do not choose a course of study simply because it seems in itself desirable. Scores of students fail in the College of Engineering of the University and in other technical courses for the reason that they have chosen their course of study on its merits without determining their personal fitness to pursue such a course. No course of study, no matter how well planned it may be, is a good one for you unless you have some special fitness for it. Neither should you choose your course of study on the principle that the best course is the one that leads immediately to the most remunerative position. Your future success does not depend upon the course you take, but upon your own talents and especially upon your preparation and fitness to fill an important place. There are always opportunities for those who are thoroughly prepared to take advantage of them. A good many students choose a course of study because it seems easier than another, or because it may be completed within a somewhat shorter time. Such a method is a very foolish one. Often the best course is the most difficult, and the one which takes the longest time to complete. If you have to work for your living in college you will usually show judgment if you do not plan to complete your work within the four years. A year more or less does not matter, provided you have done your work well. You are not likely to earn your living, and do in the same time creditably the work to which other students have all their time to devote. You will be sensible to take another year.

If after you have entered upon a course chosen in all good faith, it comes to you that you have made an unwise

choice, and are attempting something for which you are not fitted, and for which you have no liking, do not hesitate to change. Finish the semester you have begun, and do your work energetically, and as well as you can. It is quite likely that the work you are carrying will apply as electives on another course you may choose, but even if this is not true you will not want to show yourself a "quitter" in the midst of a game, and you will not be so likely to secure permission to change to a second course if you have not done your best in the first one.

In choosing a course of study at a state institution like the University of Illinois, which is supported by the people of the State, you should do so not only with an idea of what is best fitted to your own talents and tastes, and of what will bring you the most gratifying financial returns, but you should have in mind, also, in making your choice, that which will give you an opportunity for service to the State. Your education will cost the State of Illinois many times the amount which you will in fees pay to the institution. You are to pay this back by good citizenship; by doing creditably whatever work you elect to do; by doing it better than other people do it, and better than you yourself would have been able to do without the training you are to receive. When you choose your course, and when you are pursuing your course you should not lose sight of this fact.

LITERATURE AND ARTS

If you contemplate entering the College of Literature and Arts you should have cultivated the ability to write and speak English clearly and accurately; you should like to read, and should be able to do so rapidly. You will need, secondly, a good beginning in the study of some language other than your own,—the minimum requirement is three years,—and you should have some liking for foreign language study. The ancient languages, Greek and Latin, are less emphasized now than formerly, but no one who wishes to become a serious student of literature or history can afford to neglect them. The thoroughness of your work is, in

general, of much more importance than the particular subjects studied before coming to college. A high school graduate who has studied a few subjects thoroughly, and learned to study and think for himself, is more likely to succeed in college than the one who has studied many subjects superficially and never learned to stand intellectually on his own feet.

The work of the college is divided broadly into (1) the general course, the purpose of which is to give that general knowledge and training which constitutes the best foundation for teaching, for later professional studies, or which prepares one to go directly into the affairs of life, and (2) those in business administration.

The value of a general course is apparent. In some of our best universities a college course leading to the degree of Bachelor of Arts is required for admission to the professional schools of law, theology, medicine, and business, and the importance of such preparation is more and more generally recognized. The humanities and the sciences, which form the curriculum of the College of Literature and Arts, are directly helpful in the study of many professional subjects, because they develop that knowledge of nature and of human nature without which the highest success can not be secured in any profession. Even the student who looks forward to such a profession as engineering will find it to his advantage to widen his outlook by a study of the various subjects taught in this college. Finally, success in life can not be measured fully by earning power and professional activity. If you wish to be something more than a prosperous lawyer or business man; if you wish to live a well-rounded life, and do your part as a citizen in solving the hard problems of our modern life, you need to take every opportunity to broaden your intellectual interests and sympathies before the special demands of your business, or profession begin to close in around you. Through the courses in language, literature, history, politics, economics, and the philosophical subjects, the College of Literature and Arts aims to supply these higher needs of our modern American citizenship.

Even in the general course a student is given some opportunity to specialize, for in order to graduate he must have made at least twenty-four hours of work in one subject called his major. The departments in which a student may make a major are: economics, education, English, French, German, Greek, history, household science, Latin, mathematics, philosophy, political science, psychology, and sociology.

The courses in business administration are more technical than is the general course, and are intended to prepare students for specific occupations. Courses have been arranged, the purpose of which is to prepare for work in general business, banking, accountancy, railway traffic and accountancy, railway transportation, insurance, the consular service, and journalism. Students who go into these courses should have shown some fitness and liking for business, and must expect to be held to pretty rigid standards of scholarship.

SCIENCE

Modern life is so bound up with the sciences, so dependent upon them and their applications, that an acquaintance with them can not but be helpful whatever the life is to be,—therefore must be desirable and important in a general preparation for life, and must always be so. Even what have been specially called the learned professions,—theology, law, and medicine,—find a fitting basis in these matters with which others are dealing or concerning which mankind generally is interested.

Let the young man then who enjoys nature, who can and does see things when they are before him, who takes pleasure in new discoveries in fields, in woods, in shops and laboratories, who likes to make experiments with things, who wants visible proofs of truth, who wants to know what he knows upon his own authority and not upon that of another, who is willing to sacrifice ease for knowledge, or social standing and preferment if need be for helpful ability in the mastery of the physical world, who wants to spend his life teaching others such things, or who wants these as a foundation

whatever life has in store for him—let such a young man turn his attention to the College of Science.

The departments of science in the University are unique in that they are organized into a separate college instead of being, as in most other institutions, included as a part of the work of the liberal arts college. There are eleven departments in the college, including astronomy, botony, ceramics, chemistry, entomology, geology, household science, mathematics, physics, physiology, and zoology. Seven specific courses are offered, viz., General Science, Household Science, the Six-Year Medical course, Ceramics, Ceramic Engineering, Chemistry, and Chemical Engineering. The first two—the second especially for young women—are intended to furnish a general education. They differ little from the ordinary courses in a liberal arts college, except that more emphasis is put upon science, and less upon language and literature. The other courses given in the college are of such a special character as to require a little more detailed explanation.

Ceramics and Ceramic Engineering

The strong backbone of the courses in ceramics and ceramic engineering is mathematics, mechanics, chemistry, and physics. If a student has not done well in these subjects in the high school, and if in addition to this fact he has shown no liking for these subjects, he may better hesitate before taking up the scientific study of ceramics. The requirements of these courses are rigid, the amount of work demanded is such as to leave a student little time for "fooling round," so that if one does not enjoy hard work he had better look somewhere else. The young man fond of active life in industrial pursuits, and willing to assume responsibility will not choose amiss if he elects one of the courses in ceramics. The course in ceramic engineering differs from the course in ceramics in that the latter deals more with engineering and constructional problems. The courses are practically the same for the first two years.

The field of ceramics deals with the three large industries, the clay, the cement, and glass industries in all of their

subdivisions. The positions which are open range in scope from that of foreman, head burner, draftsman, to that of chief chemist, superintendent, and manager. The demand for men trained along these lines is far greater than the supply. From the technical standpoint ceramics covers the so called silicate industries dealing with the manufacture of hundreds of useful products from the non-metallic minerals and rocks of the country. With the growing scarcity of timber, with the growing demand for better health conditions, and with the growth of the universal sentiment for a more permanent and artistically satisfying civilization, the field of ceramics is bound to grow in importance.

Chemistry and Chemical Engineering

The student who elects to take either of the chemical courses should have shown special interest and skill in both chemistry and mathematics. Half of the work in the course in chemistry is made up of these two subjects, and in chemical engineering two-thirds of the course is made up of these two, and related subjects. One would have a sorry time if he showed inaptitude along either of these two lines. Industry is demanded, and some skill in the handling of apparatus, for the amount of laboratory work required is such as to occupy the major part of the student's time, especially during the last two years of the course. Facility in modern languages is also very desirable.

Men completing the course in chemistry go into a great variety of work, among which may be mentioned positions as chemists in packing houses, in the testing laboratories of railroads, in commercial laboratories which examine materials of all kinds, in experiment station work for the states and for the United States government, and in research laboratories of large industrial concerns, as for instance in those manufacturing electrical apparatus or India rubber. So far chemists have had little difficulty in finding satisfactory positions.

Medical Course

It is possible for a student who wishes to prepare for the practice of medicine to enter most of the medical colleges of this country directly from the high school without having had any general college training. This method of procedure is very inadvisable, however, for in no profession does a broad general and scientific training count for more than in the medical profession. Indeed, the best medical colleges of the country now require students to have had from one to four years of college training before they may be admitted. The Medical Course is intended especially for those students who are intending to study medicine. It extends over three years, and is very largely scientific. Students who complete this course will receive the degree of Bachelor of Arts on the completion of the first year's work in the medical college, and will be entitled to the degree of Doctor of Medicine at the end of the third year in the medical college, thus completing the work for both degrees in six years. The opportunities for trained and skillful physicians and surgeons seem too nearly self-evident to mention them here.

ENGINEERING

The freshman entering upon an engineering course should understand that he is taking the initial step leading to an exacting profession. Skill of hand is desirable, but not essential, though skill of hand alone will not make an engineer. The engineer's activities are based chiefly upon intellectual qualities and attainments. The man builds well as an engineer who understands the facts of practice and who is able to adapt these facts to his peculiar problems. The student who has fair ability, and a willingness to work, may achieve success as an engineer. Some taste for mathematics is a prerequisite, and in any case success in the mathematical work of a chosen course is absolutely essential.

The student of engineering must be prepared to bestow an unusual degree of devotion on the work of his course, Many things which young men enjoy doing, and which are right and proper in their places, are denied the student of

engineering because of the exacting character of his work. He can not neglect work today in the expectation that the deficiency may be made good tomorrow. The work of each day must be done as it is assigned him.

The work of the courses in engineering is not unattractive, however, nor is the process one of drudgery. The reverse is true. Those who have a taste for the work, and they are the only ones who should take it up, find in the developments of the course that which increases the intimacy of their acquaintance with the engineer's art, with machines, buildings, and structures which he makes, and with the principles of design which underlie their action and stability. In the unfolding of a science there is everything to attract and to inspire, and experience proves that young men are not slow to respond to such influences.

The courses in engineering are of necessity largely technical, and pretty rigidly prescribed. In order that the training may be as broad as possible all engineering students, not graduates of a literary college, are required to complete prescribed courses of reading of a non-professional character, following the freshman and sophomore years. A circular explaining the requirement, and containing a list of books from which the student may choose, may be found at the office of the Dean of the college. Throughout the year one general lecture a week is given which freshmen are required to attend. Various shop trips are also arranged to furnish means of practical observation of the principles they have been studying.

The College of Engineering offers courses in Architecture, Civil Engineering, Electrical Engineering, Mechanical Engineering, Municipal and Sanitary Engineering, and Railway Engineering, each of which is mentioned briefly below.

Architecture

The general qualities required for success in the practice of architecture are much the same as those required for success in any high calling. Primarily architecture is one of the fine arts; and the possession of certain natural gifts, indicated in youth by imagination, a love of drawing, of color, and of

beautiful things in general, are of great value to the student who adopts architecture as a profession. Facility in drawing, which is after all only the medium of expression of ideas, can be acquired, and creative faculties can within moderate limits be developed. In addition to these artistic gifts the student should have the power of close application, and a willingness to work hard.

The successful architect must, also, be a good business man. He must as a regular part of his business make contracts, organize and direct work, and secure patronage. Sometimes his most difficult task is to adjust his ideas to those of his client, and "get the job." The young fellow with good manners, and a knowledge of human nature will find these qualities a valuable asset.

The opportunities open to graduates must always depend largely on the aptitude and ability of the individual. Graduates from the course in architecture usually enter the offices of architects in the capacity of draftsmen, and such employment is easily secured. Advancement is reasonably rapid for men of ability. The highest positions in the office are chief designer, engineer, or office foreman, which pay comfortable salaries, and to which, in some cases, a percentage of the net profits of the firm are added. From this position the more enterprising and able individual generally finds an opening for independent practice where, as in all callings, there is much room, a good income, and high honor to him who pushes on toward the top.

Civil Engineering

It is only within comparatively recent years that the various branches of engineering now so commonly known have been recognized; Civil Engineering as first developed covered the whole field of engineering and architecture. Now we have in the University a half dozen different departments of engineering besides architecture.

At present Civil Engineering covers the construction of steam and electric railroads, bridges, roads and pavements, canals, irrigation works, municipal water supply, sewerage systems, the development of water power and the improve-

ment of rivers and harbors. At the University of Illinois Civil Engineering as above defined is covered by three separate courses in three different departments, viz.: civil engineering, municipal and sanitary engineering, and railway civil engineering. These three courses are identical to the middle of the third year, and have much in common for the remainder of the time.

The requirements for a successful career as a civil engineer are: (1) an interest in mathematics, (2) skill as a draftsman, (3) a liking to construct things, (4) an ability to direct the efforts of others, and (5) a vision to see the relations of the principles of science and of mechanics to the problem in hand.

The problems of the civil engineer are large, and hence give the inspiration of coöperation in the accomplishment of great enterprises. The civil engineer must have a clear vision, and be able to solve the many interesting and important problems which arise in the management of men, the use of materials, and the choice of ways and means of executing the work. Most of the structures which he builds must be made to fit particular conditions, so that their construction requires ability, and a wide range of knowledge. Many students consider it an advantage, also, that much of the work of the civil engineer is out of doors.

The field of the civil engineer is constantly widening; and the thorough knowledge and the study of the problems involved in the profession fits the young civil engineer for various lines of activity. It is probable that any student who has reasonable aptitude for civil engineering, and who does his work fairly well, will almost certainly find interesting, instructive, and remunerative employment after graduation.

Electrical Engineering

Students who in the high school are fond of physics, chemistry, and mathematics, and who have carried these subjects well, are undoubtedly better able to take up the study of electrical engineering than if they had found these subjects difficult or uninteresting. The fact that a student has shown manual or mechanical skill, that he has

been able to construct a battery, or a working motor, is not in itself any indication that he has fitness for the profession of electrical engineering. Mechanical skill is not necessary, though of course it is an advantage. Students are frequently disappointed in engineering courses, and especially in electrical engineering, because of the great extent to which theories and principles are presented to the exclusion of engineering practice. The course must of necessity occupy itself with the presentation of scientific principles, and their relation to each other; the graduate will have little difficulty in solving the practical problems which he will meet in his work.

A graduate of the department has learned the fundamental principles of electricity; he has learned sufficient of mathematics so that he can, with some work, solve the problems that are met with in the practical application of electricity. He is not a so-called "practical electrician." He can not run a street car, or build a dynamo, but he can quickly learn how to do all of these things, and do them as they should be done. He is equipped to be a good helper in any branch, and he should reach eventually the most important positions.

Many opportunities are open to the electrical engineer with training and experience. He may go into teaching, into telegraphy, into electric railroading, or he may find work in electric lighting, or in electric power transmission. If he adds to his knowledge executive ability his chances for advancement and influence will be almost indefinitely increased.

Mechanical Engineering

The successful mechanical engineer must be interested in machinery, and in the working of mechanical appliances. With him, also, manual skill is desirable, but not requisite. If he understands principles he need not be a skillful manipulator of tools. He should have a decided liking and capacity for mathematics, and for subjects of a mathematical nature. Too many young men have the mistaken idea that the ability to make things is indicative of the embryo engineer. The mechanical engineer must have reasoning

power, must be able to recognize principles, and put them into practice; if he is a successful engineer other people will be doing the manual labor in the organization which he has planned, and which he manages. Quoting from a recently published handbook for prospective engineers:

"In all industrial enterprises a very large portion of the work of organizing, and nearly all of the work of designing, constructing and operating falls to the lot of the mechanical engineer. Thus in any manufacturing establishment machinery must be built, installed, and operated; buildings and other structures must be erected; power plants must be established; heating and ventilating systems must be installed; and other engineering work must be performed, the arrangement, construction, and operation being suitable for the purpose, and of such a nature that the work may be accomplished with the greatest efficiency, and the least cost."

The graduate in mechanical engineering will not at first occupy a high position, for he will need to acquire experience before he can direct great enterprises. He will probably first begin his work in the drafting room, or the shops. After he has had practical experience in addition to his training, many lines of work are open to him. The successful graduates of the University are now employed as consulting engineers; in the manufacturing of machine tools, engines, and machinery of all sorts; in the operation of power plants; in the railway service; in mechanical engineering in mines; in the United States civil service in the Patent Office, or on fuel tests in the geological survey; in all kinds of enterprises where mechanical engineering work is required. There are opportunities for all sorts of individual talents, in this work as in others, and if the student has executive ability he adds to his chances of success.

Mining Engineering

The qualifications for a student wishing to study Mining Engineering are not particularly different than for other engineering departments. The fundamentals of the course are mathematics, mechanics, chemistry, and physics, and a student who shows an inaptitude for these subjects should avoid mining engineering as other engineering courses.

The opinion prevails that Mining Engineering is more dangerous than other branches of engineering and that work underground is more arduous and less desirable than work upon the surface. Neither of these statements is correct, and during the extreme weather of winter and summer the mining engineer has a decided advantage, as he has an equable temperature underground.

Mining Engineering is probably the most composite of the engineering courses, for the reason that the mining engineer is frequently located in a small and out of the way place where he is not in touch with commercial centers and must, therefore, frequently be his own civil, electrical, mechanical and chemical engineer.

There are two distinct branches of Mining Engineering that should be considered by a person selecting the course,—the structural or design side, which is closely allied to Civil and Mechanical Engineering, and requires the same mathematical bent as is required in these latter branches of engineering, and the metallurgical or chemical side, which does not require the same bent for mathematical and design work, and is more closely allied to Chemical Engineering. The course at the University as at present designed allows options along either of these lines, although this does not at present show in the catalog.

The graduate in Mining may take any one of four directions: (1) Coal mining, in which the Civil and the Mechanical Engineering branches have heretofore predominated. Since the establishment of the Federal Bureau of Mines, however, much greater attention is being paid in America to scientific investigations, and coal mining now offers an attractive field for chemical and other research. (2) Metalliferous mining, which is similar to coal mining in a general way, but the geological problems of which are usually more important, and the mechanical problems less important. (3) Metallurgy, which is a combination of the mechanical and chemical sides of the subject. (4) Applied geology, which depends upon geological and chemical subjects, and the descriptive part of Mining Engineering, rather than upon the theoretical and design branches. In any one of these directions the capable stu-

dent will find ample opportunity for the exercise of his talents.

Municipal and Sanitary Engineering

As engineers in municipal and sanitary work have to deal with people, and come in close contact with the public, tact and address, and the ability to present one's ideas convincingly are needed. Such an engineer should be able to express himself well in writing and in speech. Of course, the usual requirements of mathematics, and of constructional and administrative ability, and the other elements of a successful engineer are essential. Possibly hydraulics and sanitary engineering have less to do with involved mathematical analyses than most lines of engineering.

The course in Municipal and Sanitary Engineering differs from the Civil Engineering course in emphasizing hydraulics, sanitary construction, and public works, as well as work in steam engineering and the principles of electrical machinery. The course is not too highly specialized to give an excellent general training in civil engineering.

With the great growth of cities, problems concerning the public health and public utilities, the provision of water supply, the caring for municipal wastes, and the construction of various public works are becoming increasingly important. Soon half the population of the country will be living under urban conditions. Higher standards are demanded each year, and conditions which have prevailed in a new and growing country will give way to the higher requirements of the older communities. The money being invested in public works is reaching enormous amounts. It seems evident that there must be large demands in the future for engineers to take charge of this class of work. Water-works construction and water-works operation itself offers a promising field. Outside of municipal work there is a large and growing field for the hydraulic and sanitary engineer.

The hydraulic and sanitary engineer is engaged in the design, construction and operation of water-supply properties, the design and construction of sewerage systems and sewage purification works, the improvement of rivers, and the reclamation of lands. Closely allied to this are irrigation and water

power engineering. The engineer of public works also deals with pavement construction, foundations and masonry construction, and a great variety of general engineering problems. As may be expected, graduates of the course in Municipal and Sanitary Engineering are engaged in municipal engineering, as consulting engineers in hydraulics and sanitary engineering, and in a variety of general civil engineering lines. So long as the growth of cities increases, and the demand for better sanitary conditions prevails, he will have little difficulty in finding work.

Railway Engineering

The course in Railway Engineering is designed especially for men who desire to know the railway service. Just at the time when the railroads are under public criticism, and when railway officials find themselves confronted with the necessity of increased efficiency in operation, there is a demand for high grade men who can serve in the various departments of railroads. The usual processes of promotion in the railway service are not supplying men, either in number or in quality, who are essential for the present day and future needs. The college is more and more being looked upon as the normal source of supply, and the leaders in railway work are agreed that the training of the college course may well be specialized both along engineering lines and administrative lines in order that college graduates may be better prepared for railway service. In studying the design and performance of steam engines, attention may well be given the steam locomotive; in studying electrical machinery, certain students may properly emphasize the problems of electric traction; and in studying economics, accountancy and business organization, examples may well be taken in the problems peculiar to the railroads. The University of Illinois is practically the only institution in the country which thus far has provided for such specialization through the maintenance of its course in Railway Engineering.

AGRICULTURE

The boy brought up on a farm, with a training received in the country, and with land of his own, or a chance to get

land, should find his life work on the farm unless he can give a more than ordinarily good reason for doing otherwise. Men who like the free, independent, open life of the country, who enjoy working out of doors, who like animals, who take pleasure in nature, will find boundless opportunities in agriculture. It is interesting to note that half the students who come to the University College of Agriculture have not been brought up on a farm, and do not come from the farm, but from the towns and cities. Some of these men do not intend to become farmers, but expect to be bankers, business men, scientists, and they realize how closely these other interests are connected with scientific agriculture.

An agricultural college course should furnish the student with the knowledge of the fundamental principles which must underlie the maintenance of soil fertility, the production of crops, the nutrition and care of animals, etc., but with all of this knowledge the farmer must in large measure make his own plans, not only for the regular daily and yearly operation of the farm, but also for action in times of emergency or unusual conditions. He should also develop executive ability in order that he may be able to direct the work of others efficiently, and finally he must have business ability, because he must buy and sell.

No intelligent person now expects to make a success in agricultural pursuits, not even in the humblest positions, without education and training. The opportunities in agriculture are unquestionably greater in number than in any other field of human endeavor, but they vary in magnitude from that of the hired man on the small farm to the general management of estates or ranches of thousands of acres. But whether one starts as a hired man, as a renter, as the owner of a small or a large farm, or as the manager of a landed estate, he will be better equipped for his position and advancement because of an agricultural education; and it may be added that an agricultural course, including, as it does, a good deal of training in the fundamental sciences of chemistry and biology, and also some training in language and literature, in addition to special training in soil fertility, soil management, crop production, farm mechanics, and the breeding, feeding, and care

of animals, serves as a good foundation for almost any business which may be related to agriculture, such as banking, especially in the country towns, real estate, grain dealing, milling, dealing in agricultural implements, and many lines of manufacturing.

Though not every farmer boy should be expected to return to the farm after taking a course in college, nevertheless it is well to keep in mind that the young man who has spent most of his life in practical agriculture, up to the age of twenty, will have acquired definite knowledge of a thousand facts which would help him to win success in the practical application of his college training on the farm, but which will in large measure be lost if he should enter some life work unrelated to agriculture. On the other hand, the city boy who enjoys country life, and who has a mind to work will be able to acquire a reasonable acquaintance with the art of farming by devoting himself to the actual practice upon the farm for a few years; and, with his college training in addition, he will then be far better equipped to succeed on the farm than the average farmer will ever be without the college training.

The courses in agriculture at the University offer a sufficient variety of special lines to adapt themselves to the tastes and talents of the individual. One can not graduate without some special training, nor without having done some work to broaden his intellectual outlook. The major work of the college is done in five departments,—Agronomy, Animal Husbandry, Dairy Husbandry, Horticulture, and Household Science. The last of these furnishes training for young women in the science and art of household affairs and home making, as well as prepares teachers of domestic science in the schools. Men are not, however, excluded from these courses. Whether a man specializes in Agronomy, Animal Husbandry, Dairy Husbandry, or Horticulture should be determined by his tastes, his probable location after graduation, and his opportunities to go into one sort of work or another. The student with a farm of his own should be guided largely by what is possible or best to do with that farm. The man without a farm is somewhat more at liberty to choose.

A young man thoroughly well trained in agriculture has before him unlimited opportunities for a useful career. The young man yet undecided as to his future career will find in the College of Agriculture useful and cultural training. It would seek to fill him with boundless enthusiasm, and set before him high ideals, intellectual and moral. That agricultural education pays in dollars and cents, in desirable positions, in opportunities for promotion, in usefulness, influence, and happiness, is evident from the experience of those who have taken this course and gone into the world.

LAW

Regular students entering the College of Law are now required to obtain one year of college credit before they are admitted. Students twenty-one years of age, or over, may be admitted as special students, but are not eligible for a degree. Those who study law to acquaint themselves with its principles as a part of a general education, without any intention of going into the practice of the profession, are increasing in number, but the qualifications for success on the part of these are not materially different from those qualifications required for the successful pursuit of a general education.

The student who takes up the study of law for the purpose of later engaging in the practice of law as a profession should have a mind capable of logical analysis. A good memory, an untiring industry are not sufficient; the student must be able to apply legal reasoning to the solution of the questions submitted to him or he will fail as a lawyer. He must have the ability to think independently, to reason accurately. Law is made up of formal rules and precedents, but if the system is to live it must grow. The demand for lawyers of constructive ability is greater in this than in any other age.

The law student should be of a practical turn of mind. The lawyer is called upon to solve the problems born of the struggle between conservative and radical forces; he should be of so practical a turn of mind that he can get away from

old worn-out precedents, and at the same time not try to demolish the entire structure of legal machinery. The idealist, the extremist, the socialist should not try to be a lawyer.

The law student should have the power of ready expression, both in writing and in speech. This ability is, of course, largely a matter of cultivation, but there should be some natural talent, especially if the student is ambitious to succeed as an advocate. He must have a guarded tongue, however. The lawyer who talks too much, or too freely, does not inspire confidence. Men come to him with their troubles and their secrets. The law recognizes this fact in shielding the attorney and the client from testifying to any disclosures made by the client. If it is hard for the student to keep a close mouth, if he has a natural proneness to throw open his windows and expose his furniture, then he should not take up the profession of law.

Above all the young man who enters the study of law with a view to practicing the profession should have the instincts of honesty in a high degree. There is no profession in which the temptations to dishonesty, and the opportunities to commit fraud are greater than in the legal profession; and yet the success that is attained by sharp practice, cunning, and misrepresentation, is of short life. The brilliant lawyer with a low sense of honor never attains a high standing in his profession. The crook is out of place in the law.

A great many people advise the young man not to go into the law, for the reason, as they say, that there are too many lawyers. No other profession offers wider opportunities for advancement and influence to young men of integrity, ability, and industry. Even at the outset the well-trained man may make a living, and will not need to "starve for ten years" as was once said to be expected.

LIBRARY SCIENCE

College training for the librarian is only of recent origin, the first library school having been organized in 1887. The Library School at the University was established in 1893 at Armour Institute, Chicago, and became a part of the Univer-

sity in 1893. It has so far attracted women mostly, though the demand for men as trained librarians is constantly growing wider.

The student who takes up the work of the librarian should be methodical, adaptable, forceful, tactful, and careful of his appearance, since he will regularly have to meet people in a business way, and must be capable of doing business with the young and the old, the educated and the illiterate. The successful librarian is an organizer, and an administrator. The "lady-like" man need not apply for a job as librarian. He may not wisely be dogmatic in his views, but he must be able to think for himself, and to stand on his own feet. The librarian must know about books rather than to be a lover of books, or even a reader of books. There is a saying that "The librarian who reads is dead," which means that the up-to-date librarian is too busy to find time to read books; he must know what is in them without reading them.

Students who apply for admission to the Library School must present credentials showing that they possess a bachelor's degree in arts or science either from the University, or from some other approved college. The Library course is two years in length, and covers all phases of practical and technical Library work. The fact that the School is located in the University library is of inestimable value to students.

The demand for men as librarians, and as heads of departments in libraries is constantly increasing, with little likelihood of its being supplied. The occupation is a pleasant one, which gives a man an immediate social standing in the community in which he is employed. The life is independent, the hours are reasonable, and the remuneration satisfactory.

MUSIC

The courses offered in the School of Music may very profitably form a part of a good general education. If, however, a student hopes to make music a profession, and from its practice to earn a living, or to accomplish something of distinction, he should hesitate about going into it unless he has demonstrated pretty thoroughly that he has more than com-

monplace musical ability in one direction or another. Few professions are more exacting or demand for success greater genius or more persistent practice through many years.

With fair skill, however, and a willingness to work, a music student has a reasonable future to look forward to, especially if he has had training in more than one line. If one has studied the piano, for instance, and can at the same time sing, play a violin, or a band instrument, he is likely to find satisfactory employment. Public school music is now receiving attention all over the country, and offers opportunities for those who have had the required training. It is only the broadly trained musician with some talent who will ever reach any degree of distinction.

Studies and Other Things *

No one disputes the fact that for a young fellow in college studies are the main thing. Father thinks so. When Son comes home for the spring vacation Father shows no feverish interest in his chances for making the ball team or getting in with the gang that names the candidate for class president. His first question is, "How are you coming on with your studies?" The neighbors, or at least such of them as hold recognized positions in the community, think so. When at Christmas time you meet the pastor of the M. E. Church, or Goff who runs the grain elevator, or young Miller who is working in the Farmers' Loan Bank, he doesn't speak about your getting onto the scrubs in your first year, nor inquire if you've made a Greek letter fraternity; the first thing he wants information on is your studies. It is the grade in Math. 9 and the Phi Beta Kappa pin that take Father's eye; and three home runs in the ball game with Chicago don't mean so much to the home community as an excerpt in the local paper from the letter which the Dean wrote to Father announcing that you'd made preliminary honors. The college faculty, little as their judgment may be worth, thinks so. No matter how beautifully you do the quarter miles, or how necessary you are to the success of the mandolin club, if you don't carry the required nine hours, or whatever the rule may demand, you must move on. So every one starting into the University of Illinois might just as well recognize at the outset that studies are the main thing, and make his plans accordingly.

Every young man who begins a college course should do so with the idea that he is in college for the accomplishment of a definite work, and that it is to this that he must give his best endeavor. Too many fellows have the notion that in college they are in preparation for an indefinite something coming later, and that until it arrives there is little necessity of

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agitation of any sort. They think of college life as a quiet, unaggressive waiting place where they may sojourn until an opening appears into which they are to drop. Until the proper time arrives they are to enjoy themselves as best they may and not let anything interfere with their enjoyment. If they could realize at once, as they usually come to see later, that their college work is for them the real business of life, and as serious a business as they will ever find, there would be fewer intellectual disasters.

By far the largest percentage of failures in the University come not from the fact that men are stupid or dissipated, or because the amount of work they have to do is unreasonable, but because they do not do their work seriously at first; they are procrastinating and wake up too late to the fact that their daily work is the thing that they should have been at from the very beginning. If men took their work as seriously in October as they do in January, or immediately before the finals, there would be a great many more honor men than there are.

As a rule the task set for the average college student is a very moderate one, the amount and the character of the work required quite within the range of his ability. I have known thousands of students; I have never known a dozen whose metal equipment was inadequate to the accomplishment of the work they had elected to do, if they had gone at it in the right way and when it was assigned. The time at the student's disposal is seldom if ever insufficient, unless he is trying to support himself at the same time that he pursues his studies. In such a case this is not a normal situation, and he must choose between conflicting interests. In spite of what I have said, however, in the University of Illinois usually one student in three fails more or less completely to carry the work for which he is registered.

Perhaps the fact that he has so much time in which to do his work is one of the very reasons why the student fails to do it at all. There are many distractions, especially at the beginning of a college course,—the games, the picture shows, fraternities,—that take his attention, and, very little apparent

necessity for at once doing the work assigned. It seems quite possible and at times even a virtue to let the tasks accumulate and to do them all in one noble effort. The result is that the time drifts by, the work piles up, until at last there comes an appalling awakening and a sudden realization of the fact that he is so far behind that there is little hope of his ever catching up. That which would have been perfectly easy if it had been accomplished when it was assigned, when allowed to go too long, proves an impossibility. The first lesson you should learn is that your work is your business and that it must be attended to regularly or it will go into bankruptcy.

Once get behind and the damage seems well nigh irreparable. I have often said, and might cite scores of illustrations, that what one does the first six weeks of his college course may safely be taken as indicative of what he will do during the remainder of the four (and frequently more) years. Unless at the very beginning he learns to work regularly, he will have a hard time to learn later.

I have in mind a young fellow who made an excellent high school record. He came to college with perhaps a little too much confidence in his past, and as a consequence he worked little the first few weeks, depending upon a sprint at the end to carry him safely through. He lagged behind more than he had intended, and though he seemed to do his best when he came to a realization of his condition, he failed. And he has done so ever since. He has ability, but he seems to have lost the power of will to get to work. His case is similar to hundreds of others whom I have known. Regularity of work is absolutely necessary if one would get on, and this regularity must be learned at the beginning. It is a habit which one is not likely to learn if one has loafed for a while. It is hard to play the ant after one has long been cast in the role of the grasshopper.

It is not enough that a student work regularly, he must apply himself to his work with concentration of mind. The fellow who puts in the most hours is not necessarily the best student. It is the one who works regularly and who works hard as well—who has his whole mind on what he is doing—

who will accomplish the most and who will get the best development out of his work.

One of the poorest students with whom I have had to suffer was as regular in his work as the phases of the moon and as sure to be at his books as taxes, but he worked too much, and he had no concentration. He would go to sleep while writing his theme as readily as I did while reading it. He worked without method and without application, and so he failed to carry anything. The best student I have ever known—and by that I mean not only the man who was best in his studies, but in the "other things"—put in very few hours at his work, but he studied every night and when he worked his whole mind was directed toward what he wished to accomplish; he did not let anything come between him and what he was doing, and when he was through, he stopped and put his work away. He won through regularity and concentration, and these qualities are usually to be discovered when any man, student or otherwise, succeeds.

But the "other things" are important; only slightly less important in fact than the studies themselves. However much a man may be devoted to his work, he can not study all the time, and he should not be allowed to do so even if it were possible. As I remember my own college course and try to estimate, as it is impossible justly to do, its present worth to me, I am inclined to value most highly some of the things that were connected only remotely with the studies I was pursuing. These external things naturally would have been of little value to me unless I had carried the work I was taking, for matters were so conducted in our home circle that a place would readily have been found for me on the farm had I shown any chronic inaptitude in securing passing grades. But granting that ability, these "other things" seem to me of the greatest value. As a college instructor I can seldom find much excuse for the man who does not carry his college work, but the man who does not do more than this, no matter how high his scholastic standing may be, has missed a very large part of what every man should get from a college training. The college life is as much a community life as that which any man will ever live. In a college community no

man can live to himself alone, or for himself alone, and profit greatly from the life. He has his own private and individual work to do, it is true, and he should do it; but he has also his obligations to his fellow students and to the college community at large, and these he may not shirk. I heard a man once boast that during his college course he had never cut a class or seen an athletic contest. I am not sure that either fact was a virtue, and notwithstanding that he now wears a badge won by high scholastic standing in college, I think that his training might have been broader if his interests in college had, perhaps, been varied enough to make it desirable for him sometimes to cut a class, or interesting to attend a ball game. A man's studies should give him familiarity with ideas, and training with principles; the "other things" in which he interests himself should make him acquainted with people, and furnish him some opportunity to get experience in the management of erratic human beings. Whether the business which a young man finally takes up happens to be designing gas engines or preaching the gospel he will find daily opportunities for the exercise of both sorts of training.

It is a somewhat overworked and jaded joke that class valedictorians generally bring up as street car conductors or as hack drivers, not that I should like to underestimate the amount of intelligence required successfully to perform the work of either one of these worthy offices—and though, perhaps, it is a joke there are too many instances of students of the the highest scholastic standing filling the most commonplace positions simply from lack of initiative or ability to assume leadership. The lack of ability to handle men often keeps a young fellow from an opportunity to utilize his educational stock in trade. Social training in college, then, is a very desirable thing. I do not mean by this statement, however, to encourage what is technically known in college as the "fusser." There is little intellectual or business advantage in a college man's becoming an adept in pleasing young women unless he expects to be a man milliner or to run a soda fountain. What he needs is association with men.

There are a number of ways in which such an association

may be cultivated. The ordinary method which simply for the sake of enjoyment takes a man out among his fellows—and sometimes his fellows' sisters—is not to be ignored nor worked too strenuously. Parties and picnics, and social calls, and long quiet strolls when the moon is full are in moderation, helpful, perhaps, but they should not be developed into a regular business. Even a good thing may be overdone. It is exceedingly desirable that a man should learn how to manage his hands and feet and tongue, but it is quite possible to devote too much time to acquiring such information. The man who omits all social life of this sort makes a mistake; the fellow who devotes a large part of his time to it is mushy.

I have a strong belief in the value of athletics. It is true that some of the poorest students I have ever known have called themselves athletes, but I have known more good students than poor ones who have been prominent in athletic events. The man at the University of Illinois who has received the highest class standing of any student in twenty-five years was both an athlete and a musician. In the minds of many people either fact should have been sufficient to ruin him scholastically. The man who goes into athletics sanely has a good chance of developing a strong body; both tradition and necessity demands that he live a temperate healthy life, and his thinking powers and his ability to do mental work are likely to be stimulated by the regular exercise which he must take. It is true that few students ever do themselves damage from working too hard, but a great many develop chronic indigestion and general physical worthlessness from sitting in stuffy rooms and taking no exercise. I should not go so far as to say that the athlete is usually a better student than the fellow who does not go in for such things, but he is usually a better all-around man than the other fellow, he has more stamina and endurance, because of his symmetrical development, he is likely also to make a greater success in his profession. For this reason as well as for the pleasure and relaxation there is in it, I believe every student who can should go in for some athletic game.

A good many societies, in addition to the Greek letter fraternities, in the University of Illinois will bid for the stu-

dent's time and attendance. Many very worthy people think these are wholly bad, and advise the young man entering college to steer clear of them all as he would dodge smallpox and the tax collector. All these organizations have their uses, however, and in the majority of cases they seem to me good. Most men would be helped by joining a literary or a debating society both on account of the personal associations which they would cultivate, and for the training it would give them in speaking and writing. Technical societies develop an interest in one's professional work, and social organizations bring individuals together in a systematic way. The benefits and evils of the Greek letter fraternities have been much discussed by those who know about them and by those who have simply heard. At the University they have on the whole been helpful.

A man who has religious tendencies will find many excellent opportunities to exercise these. The University Young Men's Christian Association is strong, and other college religious organizations are every year multiplying and are constantly on the lookout for help and leadership. The local churches are eager for young fellows to take hold and help with the infinite number of things which are to be run. Such work offers an excellent chance for development and for widening one's acquaintance with men. Its danger lies in its very nature which makes it seem wholly good. Anomalous as the statement may seem, I have known plenty of men go intellectually to the bad through the dissipation of religious work. A college man's studies, as has been said, furnish his real business, and whatever takes him away from these unduly whether it be a ball game, a dance, or a prayer meeting, is bad.

Student political life furnishes striking opportunities for becoming acquainted with men. Nearly all class and organization offices are elective, and the man who aspires to fill one of these must not only be fitted to do so, but he must have a wide acquaintance among his constituents. The widening of a candidate's acquaintance develops in him resourcefulness, shrewdness, and a general knowledge of human nature. It gives him a training in marshalling men, in planning a cam-

paign, in meeting unexpected situations. It is one of the best experiences a man can have.

All this has been to show that the four years you live at the University should mean something more than the mere acquaintance with facts, or the acquiring of information; it should give you a knowledge of men. But in getting this second sort of training you will usually have to choose between several or many interests. If you elect to do one thing, you must usually omit the rest. A fellow may occasionally be president of the Young Men's Christian Association and at the same time captain of the football team, but ordinarily one of these positions is more than sufficient to occupy his leisure moments. If you get into the real life of the University community and do something to direct its current, you will usually be better fitted to meet the unexpected in the more strenuous world into which you must go after college. As I said at the outset, for a young fellow in college, his studies are the main thing, but he makes a bad mistake and misses half that he should have gained if he neglects the "other things."

The Freshman in College

One can always tell a freshman at college. He may be as self-possessed as possible; he may dress as he chooses; he may ask no foolish questions, or show no lack of familiarity with the college customs; but he is a marked man the moment he sets foot on the campus. Whether he comes from Chicago or the country town in Egypt with one general store and a post office, it makes little difference, he can not conceal the fact that he is a newcomer beginning his first experience in college. He is like the American in Paris, or Rotterdam, who thinks that if he does not speak no one will know him from a foreigner, but who is spotted a block away by every small boy, and fakir, in the street.

No one knows *how* he tells a freshman—it is something of a matter of intuition. But the freshman learns rapidly to adapt himself to the new situation; he picks up at once the ways of the campus; by Thanksgiving he seems like an old settler, and by the end of the year he is ready to meet the incoming freshmen with unerring recognition and condescension. Sometimes he adapts himself too incompletely to his new environment. It is as much a fault to cling rigidly to one's home manners and habits and dress as it is to throw these to the winds and adopt the extremes of college customs and fads. In the unimportant things of college life it is well for the freshman to keep his eyes open and to "do as the Romans do;" it is not wise for him, however, on his return home at Thanksgiving to attempt to reproduce and to establish the customs of Rome in his home community.

The differences between high school and college are marked, and are revealed in other directions quite as strongly as in physical and social ways. The high school boy who is thinking of taking up a college course seldoms stops to

consider—perhaps he ought not to be expected to know—that the methods of work and the ways of living are quite different in college from what they are in the high school.

It is not surprising that the high school boy's idea of college life is an erroneous one. What he knows of college he has most frequently gained from the exaggerated accounts of student escapades which he has seen in the newspapers, or from the stories which he has heard related by his big brother or the local athlete who have returned home from the scenes of their scholastic triumphs. Such tales are usually unhampered by facts, and concern themselves more with the unusual and unimportant things of college life than with the real work of the institution. If the high school boy has visited the college at all it has more than likely been at the time of an important athletic contest, or of an interscholastic meet, when nobody works, or talks of work, and when the main thing under consideration is the victory, and perhaps the celebration which follows. As he sees college, it is a collection of care-free young fellows with little to do but to enjoy themselves, and perhaps occasionally, if nothing more important prevents, to attend a few lectures. He fails to learn the fact that the college life is a strenuous one, where every man has his work which must be given regular and serious attention. If he is to get on well in college, or in life for that matter, the sooner he recognizes this fact and adapts himself to the situation the better. Failure in college comes from a failure to recognize that the aims of the college are different from those of the high school, that the amount of work required is greater, and that the methods of doing it must, also, be different. He must adjust himself to these changed conditions if he would get on.

The high school boy has seldom worked independently. The relations between him and his teacher have been closer, and more personal, than they are likely at first to be in college. He has known that if his work were not done when it should be, his teacher would remind him of the fact; if it were not done as it should be, the oft uttered directions would be repeated. When he was in difficulty there was some

one to get him out. If the translation was hard, or the theme subject not suggestive, or the problem in mathematics refused to be solved, someone would help. Even if his teacher proved indifferent, or incapable, there were father and mother, or older brothers and sisters, or friends to fall back upon as a last resort. Whatever he did, or thought, was somewhat under the supervision of someone older or more experienced than himself. He judged of his success, or his progress, by what these people said of him, or to him. In college it is different. There the boy must look after himself; much of his training consists in his doing so. If he doesn't hustle, no one is likely at once to call his attention to the fact.

The problem of living has not materially concerned the high school student before he comes to college. He has lived at home, and his comings and goings have been under the direction of the older members of the household. The most of his wants have been provided for without much thought or attention on his part. Mother has darned his stockings and picked out his neckties, and father has paid the bills. He has usually had relatively little money to spend, and even his companions, if they have not been directly selected by his parents, have yet come to him through his environment quite as much as from his own deliberate choice. His habits are as much the result of the conventions and customs of the community in which he has been brought up as of his own tendencies or inclinations. If he learned to dance it was because all the fellows did; if he went to church regularly, that was no necessary indication that he was religiously inclined; it was simply the custom. When he needed anything he asked for it, often without knowing much as to what it cost or where it came from. If his friends were not what they should be, or if his time were not well occupied, he knew very well that some one would shortly let him know about it. He has not yet been trained in independence or self-reliance of action. He is in most regards still a child.

At college it is different. When his study program is

decided upon the disposal of his time is largely in his own hands. He may study one thing or another, or he need not study at all. He may read in the library, or walk down town, or watch the team practicing on Illinois Field; there is no one to call him to account. If he attends regularly upon classes, and shows a reasonable intelligence regarding his studies, he may employ his time as he pleases. He may choose his own companions, and act with absolute independence. There is a delightful freedom in all this which sometimes deceives the young student. He may assume that since no one calls him to account today there will be no reckoning tomorrow, but in this he is mistaken. His time is his own, but it is his own to use wisely, and if he fails in this regard, he will suffer in the final reckoning—for there surely is to be one.

Fathers and mothers often feel that this sending the child away from home, and putting him upon his own responsibility, is a danger which they can not risk. They want constantly to watch over, guide, and direct him, so they bring him to college and keep up the methods of childhood throughout his college career. It is an interesting fact that very few boys whose homes are in a college town, or whose parents or guardians bring them to college, and continue a more or less complete chaperonage over them while there, ever do well in their college work. A college officer was asked not long ago by an otherwise sensible mother who had hovered anxiously over her young offspring during his high school course and for two years of his college career, why he never accomplished anything. The reply was that he was never allowed to do so. It was clearly a case of "too much mother." Sometime or other, if one is to learn to swim, he must be thrown into the water, and allowed to make the struggle alone. It is not likely to work any damage if some one is sufficiently interested to stand by and watch the struggle, and if drowning is imminent, which is seldom the case, to extend the helping hand, but usually the swimmer learns because he has to, as the muskrat was said to learn to climb a tree. Having been given preliminary training he must be

allowed to work out his own methods; he may go under a few times, and take on a little water, but he learns in the end to swim.

It is equally true of the college man. He must learn independence, and self-reliance, and self-direction in the same way that young people learn to swim. One of the greatest sources of satisfaction to a college officer is to see how few suffer really disastrous results in the learning, and when these unfortunate results do come the trouble is quite as often at home as elsewhere, and would very likely have occurred no matter where the young student had been.

It is quite likely that the boy at college learns for the first time the value of money. Very few high school boys know how much they cost, or have had a great deal of experience in expending money that was spent on their support. If he is given a regular monthly allowance, as he should be given, it very likely at first seems large to him; he will be a wise boy if he spends it with discrimination and care. The fellows who are most regularly "broke", or hard up, are not the ones, usually, who have the smallest allowance. It will be well for the student if he is required to keep an account of his expenditures, or if not required to do so, if he still keeps this account for his own enlightenment and direction. The recording of his own financial indiscretions will often keep him from further extravagance, and induce him to think twice before he parts with his money. He will learn, or if he does not he should, that it often takes quite as much judgment, and even genius, to spend money wisely as to earn it.

The tasks which must be accomplished in college are different, both in extent and purpose from those which are exacted in high school. Perhaps nothing is so painful a surprise to the college freshman as that which comes to him on his first assignment of work. The number of problems he must solve, and the number of pages he must read seem appalling to him at first, or would seem so were it not for the fact that he congratulates himself that he has all the twenty-four hours at his disposal, and that there are eighteen weeks

before the final examinations. He learns in time, too, that it is not alone in the extent of the work which he is to cover that the college differs from the high school, but in the purpose to be accomplished in this work as well. He must think if he is to perform his tasks readily, and his thoughts must be his own. He must be independent; in short, he must be a man. He may ask advice if he wishes; if he gets into trouble there are those who will help him, but in large part the problems are his, and they must be solved by him, in his own way, and in his own time.

The matter of a college student's associates is also a serious one. His friends in his home community have seldom been consciously chosen, except perhaps within certain prescribed limits; they have come largely from the families of the friends of his father and mother. In college the case may be wholly different. The majority of the people with whom he is most intimately thrown he may very likely never have seen before; their habits and their ancestors he can at first know at best little about. He should use caution if he is to choose wisely. He will be better off and safer in the end if he goes slowly and looks about him before he plunges into too fast friendships, either literally or figuratively.

The college man's friends are most often his making or his undoing. He has his opportunity to choose them consciously, and he should do this with a full knowledge of what his choice may mean. Good friends will lead him in the right direction, will help him to cultivate healthy, right habits, and will aid him in getting out of his college course the best there is in it. Ill chosen friends may easily defeat all the right purposes for which the young student has come to college. Now, as always, a man is judged by the company he keeps.

All these problems which he meets are difficult to solve. There is often home-sickness and discouragement, and sometimes, unfortunately, defeat; but in most cases the boy can be relied upon. He knows the hopes that are based on his success; he knows the disappointment that will come if he fails, and he meets the situation manfully. Even the man

who gets the bad start will usually brace up and finish his course creditably. It is only in rare instances that the college boy makes a complete failure. More and more, in these days, high school boys are going to college. It is a gratifying situation, for the college training is successful in a majority of cases, and turns out men; men who are self-reliant and resourceful; men of high ideals, who will do well the work which the world needs done.

Class Attendance and Scholarship

One of the duties of the office of Dean of Men is to supervise the class attendance of the undergraduate men of the University. Absences are reported daily by the class instructors and are recorded. When the absences of any member of the freshman or sophomore class aggregate one-eighth of the whole number of semester recitations in a course, excepting in cases of military and physical training, such student is dropped from that course. A junior, when absent one-fifth of the total number of recitations in a course, is dropped. Ordinarily a student will not be allowed to overcut in a course without comment. When dropped, he can be reinstated only by getting the consent of his instructor and of the Committee on Attendance. If he is not reinstated, he receives a failure in the course at the end of the semester. No student will be allowed to withdraw from a course by the simple method of remaining away from class; if he does this he will make himself liable to discipline by the dean of his college.

If you must be absent from class for a prolonged period, you should get an excuse from the office of the Dean of Men. Though your instructor is not permitted to excuse absence in any case, you may well make to him an explanation of your absence. If you have been sick or out of town for a good reason, he will probably be more likely to aid you in making up back work if he knows of that fact than he otherwise would. At the same time you must remember that absence from class for any reason, even for sickness, is harmful to your work and will be looked upon as such. You should attend every meeting of your class, if possible, and use your margin of cuts only for emergency cases.

If you have been dropped from a course, you should immediately get a reinstatement permit from the office of the Dean of Men, and arrange with your instructor to make up back work or to do whatever else he may ask before he is

willing to allow you to re-enter the course. When your instructor has signed the permit, take it back to the office of the Dean of Men and inquire as to the probable attitude of the Committee on Attendance in your case. If your absences have been for good reasons, you will very likely be reinstated without much difficulty. If, however, your record has been bad and any of your absences inexcusable you may have more trouble in being allowed to continue. If, for any reason, your instructor refuses to allow you to re-enter, you should report that fact at once, also, for your position with the dean of your college then becomes more or less serious. It is best, first of all, not to cut except in the very necessary cases; if, however, you have cut carelessly and made yourself liable to penalty, it is very wise to take the trouble up at once and straighten it out.

In Military you must have no "absences without leave" on your record. If you must be absent from a drill period, you should notify the military office of that fact before the hour of drill, and at latest before Saturday noon of the week in which the absence occurs. If you cannot do this personally or by telephone, arrange with a friend to do it for you and be sure that he does it. The Military Department will always accept an excuse from the office of the Dean of Men. It will pay you to read carefully the rules of the Military Department upon this and all other points, for a part of their instruction is in discipline, and you will suffer a penalty if you violate their rules. The Director of Physical Training will excuse students for sickness if they present an excuse from the office of the Dean of Men.

As you grow older in your course you will discover that the temptations to cut class come more frequently and with apparently better reasons for doing so. As you become involved in a confusion of work to be done, you will be sorely tempted to stay away from one class to prepare the work for another, or to stay away to avoid a failure to recite. This is a bad policy; it can be compared to the world-old blunder of robbing Peter to pay Paul—a blunder committed only by people whose fortunes are at a low ebb. You will lose immeas-

urably by it. It is far better to go to class, take the medicine of failure to recite, and reform afterward. Your increasingly active participation in outside interests will offer, also, many reasons why you might frequently cut class. Your fraternity, your religious work, your athletics, debating teams, or your attempts to earn money are some of the interests that may serve as seemingly good reasons why you may be irregular in class attendance. But even the best of these are poor excuses. The most efficient men in college activities are usually those who do their classwork well. That man who fulfills all his obligations is the most valuable man to the interest with which he is allied. Y. M. C. A. men who flunk weaken their influence with other students; fraternity men who are over-zealous in their fraternity work, often deprive their fraternity of their efforts by being forced to leave college; and many of our best athletes betray their teams by failing to remain eligible. In this respect a burden of outside activities is as obnoxious as indolence. It can be shown that seventy-five per cent. of those who fail to pass in their courses have been careless or irregular in their class attendance.

A real secret for success and happiness in college is regularity in appointments of all kinds, and not the least of these is the class period.

Organizations

FRATERNITIES

The history of national fraternity organizations at the University goes back to a rather indefinite date in the fourth or fifth year after the founding of the Illinois Industrial University. In June, 1876, the Board of Trustees first officially recognized the existence of a chapter of a national fraternity by passing a resolution which condemned the formation of such societies and appealed to the students to discountenance their organization. Apparently this resolution was not effective, for in 1881 a chapter of another national fraternity was organized among the students. Later the Faculty passed a set of rules providing that no student should enter the University until he had pledged himself not to join a fraternity, and that no student should graduate until he had certified that he had not belonged to any while in the University. In August, 1890, the Board of Trustees passed the following resolution: "That the pledge heretofore required for candidates for entry to the University in regard to college fraternities be omitted, and that the subject of these fraternities be referred to the Committee on Rules." Since that time fraternities have been permitted to exist in the University with the consent and approval of the Board of Trustees.

At present nineteen national Greek letter social fraternities for men are represented by chapters in the University. Besides these, two professional and honorary Greek letter fraternities and the Masonic fraternity, Acacia, exist partly as social organizations. In addition to the chapters of national fraternities there are eight local fraternities whose purposes and activities are quite similar to those of the national organizations.

NATIONAL FRATERNITIES

In the order of their establishment

Delta Tau Delta (ΔΤΔ)	1872
Sigma Chi (ΣX)	1881
Kappa Sigma (KΣ)	1881
Phi Kappa Sigma (ΦKΣ)	1892
Phi Delta Theta (ΦΔΘ)	1894
Alpha Tau Omega (ΑΤΩ)	1895
Phi Gamma Delta (ΦΓΔ)	1897
Sigma Alpha Epsilon (ΣΑΕ)	1898
Beta Theta Pi (ΒΘΠ)	1902
Sigma Nu (ΣΝ)	1902
Phi Kappa Psi (ΦKΨ)	1904
Delta Kappa Epsilon (DKE)	1904
Delta Upsilon (ΔΥ)	1905
Theta Delta Chi (ΘΔX)	1907
Sigma Pi (ΣΠ)	1908
Alpha Sigma Phi (ΑΣΦ)	1908
Zeta Psi (ΖΨ)	1909
Phi Sigma Kappa (ΦΣK)	1910
Psi Upsilon (ΨΥ)	1910
Tau Beta Pi (Engineering) (ΤΒΠ)	1897
Phi Alpha Delta (Law) (ΦΑΔ)	1904
Acacia (Masonic)	1906

LOCAL FRATERNITIES

Pi Theta (ΠΘ)	1903
Tau Lambda (ΤΛ)	1906
Chi Beta (XB)	1906
Ilus	1907
Triangle (Engineering)	1907
Iris	1908
Loyola	1909
Ibis	1910

Membership in these chapters varies in numbers from twenty-four to thirty-two. Any undergraduate in the Uni-

versity is eligible to membership in them, but he may not express a willingness or desire to join until he is asked. The selection of new members is usually made at the beginning of the year and largely from the incoming freshmen. During this period of "rushing," as the practice is called, the various fraternities invite certain new students to their houses and in other ways pay them attentions in order that a mutual acquaintance may be formed in which both parties may determine the desirability of a union.

Some points which fraternity members usually consider in prospective members are congenialty, appearance, previous reputation and standing, manners and accomplishments, probability of remaining in college four years, of becoming prominent in college activities, and of becoming a desirable alumnus of the chapter. Inquiry is usually made as to the social standing of a man's family and as to whether or not he is independent in a financial way, though every chapter has a number of members who are earning a part or all of their expenses. Prospect of good scholarship is universally welcomed, but, unfortunately, is often not insisted upon. Inasmuch as the fraternities are the leaders in the social life of the University, a clever social behavior is desirable in a prospective member, but congenialty of a possibly rough, but attractive sort will often take the place of the other quality. Tendencies to boast or to be "smart," immorality, sportive inclinations, irresponsibility, sullenness, pessimism, and effeminacy are some of the qualities that will keep one from being invited to join a fraternity. As the different chapters vary in types and ideals so they vary in the emphasis they may put upon certain of these good and bad qualities.

Some of the points which the prospective member should consider in making his choice of a fraternity are reputation and financial condition of the local chapter, national reputation of the fraternity, congenialty of the members, their ideals and prospects, their scholarship, their desirability as most intimate companions for four years, and their acceptability as companions in all places outside of college life. The character of the men themselves is no doubt the most important.

Membership in a college fraternity is prized by college students in general and is usually a source of pleasure and help, but it is by no means essential to one's happiness, prominence, or achievement of worthy college honors. Every chapter exacts a great deal of attention and energy from its members, and you should not agree to become a member of such an organization unless you are sure that you will not only not be handicapped by such a sacrifice, but that also you will receive positive good from it. By joining a fraternity you cannot immediately leap into social and political prominence, and you will not find that you have earned an honor that you can keep without the necessity of the hard work, upright habits, forethought, and acceptance of responsibility. You cannot be helped by joining a fraternity that has nothing to offer you besides the right to wear its badge. In considering this question you will do well to consult an unprejudiced, well-informed adviser, for the advice that is intelligently given will vary with circumstances. Not all freshmen are fitted to be fraternity men, and many freshmen would do well in one fraternity and be injured in another. One usually gains from joining a good fraternity, but the mistakes made by those who have pledged themselves hurriedly are far more frequent than those made after deliberation. No one will lose the chance to join a fraternity by taking sufficient time to consider his invitation. In the end, you must determine the course pretty largely for yourself, and you must remember that in so doing you are dealing with your own happiness and welfare for the period of your college course.

Your fraternity house is your college home, and it is up to you to see that it is worthy of the name. Fraternity houses are usually well governed, pleasantly arranged, and need not handicap their members in study. If, however, you find your house not a home, but a noisy clubroom, or a boarding house, ill-kept and full of hidden skeletons, you will not live a very happy, or beneficial college life there. The fraternity house reflects very accurately the ideals, training, and habits of its members, and it is in your power to determine what these shall be. The expense of living in a fraternity

is usually about a third more than living as a non-fraternity man; though in most cases it need be little more. The necessary expenditures are usually not much more, but the demands for more or less unnecessary expenditures are much greater.

Fraternity men are usually not quite so good students as the average, though the majority of them have creditable records. There is usually in every chapter a small number of very poor students, and these bring down the averages that the better students may make. The following table shows the averages of fraternity and non-fraternity men:

	1909-1910		1910-1911	
	1st. sem.	2nd sem.	1st sem.	2nd sem.
General average	81.11	81.31	80.31	82.42
Fraternity men	78.92	79.68	78.68	79.63

There is no reason why a man may not enjoy his fraternity interests and lead his class in scholarship, but he will have to resist more temptations to let outside affairs interfere with his study than the non-fraternity man may meet. In a good many ways fraternity men are more easily reached and influenced by the Faculty than non-fraternity men, due, perhaps, to the fact that they are organized and to the mutual interest that most fraternity men take in the welfare of their fellow members.

The fraternities as organizations constantly do a great deal toward supporting the worthy interests of the University and in serving to direct student activity along desirable lines.

PROFESSIONAL AND HONORARY FRATERNITIES

In addition to the social fraternities there are a number of professional and honorary fraternities represented by chapters in the University.

The honorary fraternities are: Phi Beta Kappa (Literary), Tau Beta Pi (Engineering), Sigma Xi (Science), Alpha Zeta (Agriculture), and Theta Kappa Nu (Law). Members of these societies are chosen in their junior and senior years and almost entirely upon a basis of good scholarship.

The professional fraternities are: Phi Lambda Upsilon (Chemical), Alpha Chi Sigma (Chemical), Eta Kappa Nu (Electrical Engineering), Phi Delta Phi (Law), Phi Alpha Delta (Law), Delta Sigma Rho (Oratorical), Delta Kappa Chi (Commercial), Kappa Delta Pi (Educational), Alpha Gamma Rho (Agricultural), Gamma Alpha (Scientific), Triangle (Civil Engineering), Scabbard and Blade (Military). Although these organizations differ widely in character, good scholarship, supposedly, is a common quality of their members.

There are two honorary senior societies: Shield and Trident, and Phoenix. Each society elects to membership about twenty of the more prominent juniors at the end of the junior year. Besides conferring a certain distinction upon their members, these societies take a rather active part in forwarding unorganized student activities.

THE ILLINOIS UNION

The Illinois Union, organized in 1909, is an association of the men of the University for the promotion of college spirit and good fellowship. All men students of the University are eligible to active membership upon the payment of the membership fee of twenty-five cents. The Student Council, which is composed of eight seniors and seven juniors elected by the members of the Union, has charge of certain student activities and hopes to become in time a general representative and advisory body for the students. The Union has for its present primary aim the building of a clubhouse to serve as a general meeting place for the men students. The Union is gradually enlarging the scope of its activities, and membership in it is becoming more and more necessary to the students of the University.

LITERARY SOCIETIES

In the early years of the University the literary societies, of which there were two for men and one for women, were

the leading social and literary organizations among the students. The rivalry between the two men's societies was present not only in literary affairs, but also in student politics and in social matters. The antagonism between them was always intense and often bitter. The control of *The Illini* was their chief bone of contention. In the year 1872-73 the two societies, Philomathean and Adelphic, were given the rooms in University Hall that they have since continued to occupy. In 1877 the Philomathean society engaged a lecturer from the outside to address the students of the University, and from this start the Star Lecture Course was developed. In 1905 The Ionian society, the third men's literary society, was formed. In recent years, since the growth of organizations with a purely social nature, the literary societies have limited their social activity to occasional parties.

Each society has a membership of from thirty to forty members; all undergraduates who show a talent and interest in literary lines are eligible. The meetings are held weekly and consist of programs of oratorical, declamatory, musical, extempore, and debating numbers. Each society, usually in conjunction with one of the women's literary societies, presents an annual play in the Auditorium. The Star Lecture Course is under the direction of the Adelphic and Philomathean societies. Rivalry among the societies is still keen, but it is now confined to annual inter-society debates, and oratorical and declamatory contests.

PROFESSIONAL CLUBS

In all of the departments of the University there are a number of clubs which are auxiliary to the courses of study. These clubs hold regular meetings in which subjects of particular interest to the members are discussed and most of them during the year invite to speak before them men of some prominence from the outside. There is also a pleasing social side to most of them. Every freshman should early become interested in one of these clubs, and make a strong effort to become active in its work. It is by extending one's inter-

ests in this way that a general acquaintance of lasting value is formed.

The following is a list of the clubs that are open to men students:

Literature and Arts—
- Le Cercle Francais (French)
- El Circulo Espanol (Spanish)
- Der Deutsche Verein (German)
- The Scribblers' Club (English)
- The History Club
- The Commercial Club
- The Oratorical Association (Oratory and Debating)
- The Pen and Brush Club (Art)
- The Scandinavian Club

Science—
- Ceramic Club
- Chemical Club
- Mathematical Club

Engineering—
- Architects' Club
- Civil Engineers' Club
- Electrical Engineering Society
- Mechanical Engineering Society
- Physics Club

Agriculture—
- Agricultural Club

Law—
- Van Twiller Law Club
- Witenagemot Law Club
- John Marshall Law Club
- Fuller Law Club

In addition to these there are local branches of a number of general societies for the advancement of learning that are open to the proficient members of the upper classes.

THE LINCOLN LEAGUE

The Lincoln League is an organization formed by the students of the University in 1911 for the study of the prin-

ciples and methods of practical politics. Its membership is limited and elective. Its purpose is to provide mass meetings and gatherings open to all students to be addressed by men prominent in national and state politics. It is without party affiliations and has no purpose to take an active part in political movements.

COSMOPOLITAN CLUB

The Illinois Chapter of the Association of Cosmopolitan Clubs was organized in 1906. Its purpose is to bring together the students who come to the University from different nations. It numbers among its members almost all of the foreign students of the University; in addition, about half of its members are Americans. It maintains a clubhouse, which is a centre of interest for foreign students. The activities of the club in presenting entertainments in which peculiar national manners, games, and costumes are shown, are very interesting to the other students. The club also has an active interest in furthering international peace.

THE MILITARY BAND

The Military Band, officially a part of the University regiment, is one of the most popular and most efficient organizations in the University. Competition for places in it is very keen, and in most cases membership in it is gained only after repeated trials. Membership in the Band requires the sacrifice of much time in rehearsals, drill periods, special occasions, and concerts, but the experience and training gained is very valuable. Credit for Military drill is given to the freshman and sophomore members and remission of the tuition fees in the University to the junior and senior members. The instruments are furnished by the University, and the instruction is under the direction of the Instructor in Band Instruments. Two home concerts are given each season, and a short concert trip is made to nearby cities.

THE GLEE AND MANDOLIN CLUBS

The Glee and Mandolin Clubs, limited in membership to about forty members, are composed of students of some ability either in vocal or instrumental music. Membership in them is decided by competition early in the year. The clubs give two or three home concerts and make an annual concert trip to the larger cities of the state. About two hours a week regularly are spent in rehearsals, and more in the concert season. The instruction is given under the direction of student leaders under the general supervision of the Director of the School of Music.

DRAMATICS

Considerable activity is shown among the students of the University in amateur dramatics. During the year the literary societies and the classes in dramatic reading present dramas of one kind or another. There are two organizations devoted exclusively to dramatics—the Mask and Bauble Club and the Illinois Union Opera Company. The former is composed of both men and women students and confines its efforts to drama. The latter is composed exclusively of men and produces each year a comic opera. Places in the casts of the various productions are gained mainly by competition. The Post-exam Jubilee and the various class social gatherings present programs composed largely of dramatic sketches of a moreor less farcical nature.

Athletics

Many of you have been attracted to the University to some extent by your admiration for the Illinois athletic teams and their loyal rooters. You come here with an ambition to become either a member of one of the many teams or one of the large crowd of supporters. You want either to play or to yell. It is safe to say that you will not be disappointed with what you find, but that you will be somewhat surprised. You will find the conditions very different from those of your high school sports. You will not be able to know the players intimately, you will not be allowed to follow the game up and down the sidelines, and you will find yourself censured if you say too much about the players or the games one way or the other. A part of the former joy in athletics will leave you at first, and you will not easily recognize the larger joy and enthusiasm that is to take the place of the other. You will note the absence of many conditions that characterize sport in most places outside of college; "joshing" of the players, criticism of both players and coaches recklessly given, applause at the mishaps of the opposing players, loud bragging, and "quitting" when the team is losing are some of the things that do not appear on Illinois Field. One of the things that the University tries to teach is the worth of fair play, and the test of this training comes on the athletic fields. The people who are unfair to the opposing players, who seek undue advantage, and who do not value highly good sportsmanship, wherever they find it, are the people who cheat in examinations, play false with their friends, and make bad citizens when they leave college. The intimate friends of Director Huff know that he stands for this spirit of fair play solidly, and those of us who respect him highly can do so in no better way than by learning from him this principle of good sport.

As you grow older in your course you will find that the

interest you take in the athletic fortunes of the teams will be binding you closer to the University and closer to your fellow students. Support of the teams is one of the comparatively few features of the University life that appeals to all of the students and that brings them together on a common basis. The average wide awake college student finds a longing in himself for something to which he may be unreasonably loyal, something that will arouse his fighting spirit, something that will make him a part of a gigantic crowd with but one ideal: the support of the Varsity teams is one of the things at Illinois that satisfies this longing. You will find that as you continue to favor this ideal, you will want it to be as worthy as possible. You will not want it contaminated by poor sportsmanship, by a desire to win at all odds, or by vulgarism or cheapness. You will find that you will be happiest when you have a feeling of confidence in the coaches and the players, and it will pay you to develop this confidence and trust. You will find yourself coming to the point where you no more think of boasting loudly of your team's victories than you would of your own personal triumphs. If, then, in these ways, you make of your loyalty a certain reverence for good sportsmanship and worthy competition you will be making of it a beneficial quality in your life. A few students are overzealous in their enthusiasm in this respect and suffer harmful consequences, but the average student will find that a genuine interest in the athletics of the University will be of some marked benefit to him.

Extensive opportunities are given to the undergraduates to participate in intercollegiate, inter-class, and inter-club games of all sorts, but especially in football and baseball. This interest in athletics and physical exercise is scarcely ever carried to excess at Illlinois, and few students are harmed by the attention they may give to it. On the other hand the benefits for the many are so great that the incoming freshman will be urged to follow up earnestly any interest he may have for athletic sports.

Competition for places upon the various teams is very keen, and only the men of exceptional ability, who are willing

to train consistently, and who can keep up with their scholarship make the regular places. The squads are always large, however, and few men participate in more than one branch of sport, so that there is an opportunity for a relatively large number of men to get the benefits of the training. The best athletes of the teams have usually been developed under the coaches from rather inexperienced material, and any freshman who has ability at all will be given a big chance to show what his ability may amount to.

That participation in athletics does not interfere greatly with study is shown by the following table:

	1909-1910		1910-1911	
	1st. sem.	2nd sem.	1st sem.	2nd sem.
General average	81.11	81.31	80.31	82.42
Athletes	82.74	81.78	81.56	82.23

The man, however, who would gain a place on the teams must be prepared to make some strong sacrifices before he can realize his ambition. He must give to his training a rather large part of every afternoon in the season of his sport, he must regulate his habits to strict standards, he must do his scholastic work a little better than the average, and he must develop a personality that will make him an unselfish, trustworthy teammate. There is, however, not much sweeter praise than that received by the successful athlete, and his accomplishment of his ambition will be worth as much to him as most of the things that he might do in college.

The Athletic Association rewards its successful athletes definitely by granting them the right to wear the initial as a token of their attainment. The "I" is granted under the following conditions:

Track—Eight points made in two intercollegiate contests or placing in the Conference Meet.

Basketball—Playing in six games.

Baseball—Pitching three or playing seven games.

Aquatics—Eight points made in two meets, or two and one-half water polo games.

Football—Playing two whole halves, in different championship games, and getting into one other such game.

The system of coaching Illinois teams is what is called the "graduate coaching system"; that is, that the coaches, as far as possible, shall be alumni of the University, and shall train the teams after the traditional standards. This plan has been remarkably successful not only in producing winning teams, but also in adding to the loyal spirit with which the teams are supported. George A. ("G") Huff, the Director of Athletics and baseball coach, was a student and a member of the Illini teams in 1888-93; he became coach of Illinois athletics in 1895. He has always had the complete confidence of the Illinois supporters, and he stands solidly for moral and intellectual standards that are worthy of admiration. Certain winning personal characteristics, with which the freshman soon becomes asquainted, add very greatly to his local reputation. Arthur R. ("Artie") Hall, football coach, was a member of the Illini teams in 1897-1901, and captain of the football team during his senior year. At some sacrifice of his professional interests, he returns to the University each fall to supervise the coaching of the football squad. He has earned a general reputation as a "silent" coach by reason of his habit of working hard and saying little. Justa M. ("Lindy") Lindgren played on the Illini teams in 1898-1901. He is a member of the staff of the State Water Survey, and lends his efforts to the coaching of the linemen of the football squad. Harry Gill, track coach, is not an alumnus of the University. He has a wide reputation for developing well rounded out teams from rather mediocre material. He is also a "silent" coach. T. E. ("Tommie") Thompson, Graduate Manager of Athletics and basketball coach, played on the Illinois basketball teams in 1908-10. The part that these alumni take in furnishing to the present students popular and clean sport can hardly be overestimated, and the loyalty of the students to the teams is in part an acknowledgment of their efforts.

Illinois intercollegiate athletics have reached the prosperous point where in every line of Western Conference sports the Illinois team is likely to be a strong contender for the championship. Illinois supporters have an unusual opportuni-

ty to see close contests in all of the various sports with the possibility that their teams will be champions in two or three of them.

The baseball team went through the season of 1910 without a defeat, and with only one defeat in 1911, winning the western championship in both seasons. The football team earned a tie for the western championship in 1910. The track team won the western dual meet championship in 1910 and 1911. The basketball team ranked fourth in 1911. The water polo championship and the gymnastics championship came to Illinois in 1911.

The following are the track records made by Illinois men:

EVENT	HOLDER	RECORD
100 yard dash	May, '09	9 4–5
200 yard dash	Bell, '04	21 4–5
440 yard dash	Mills, '05 Lindberg, '10	50 4–5
880 yard dash	Herrick, '11	1:58 2–5
1 mile run	Barrett, '09	4:36
2 mile run	East, '10	9:54 4–5
120 yard hurdles	Kline, '04 Brown, '05 Lazear, '09	16 sec.
220 yard hurdles	Brown, '05	25 1–5
High jump	Clark, '94	6 ft. ¼ in.
Broad jump	Keator, '02	22 ft. 11½ in.
Pole vault	Murphy, '12	12 ft.
16 lb. shot	Burroughs, '09	44 ft. 7½ in.
16 lb. hammer	Burroughs, '09	152 ft. 2½ in.
Discus	Burroughs, '09	127 ft. 9 in.

The Athletic Association

The Athletic Association has general control of the intercollegiate athletics at the University. Its officers, the student managers of the teams, three faculty members and three alumni form the Athletic Board of Control, which has direct charge of the athletic interests. The condition of membership in the Athletic Association is the payment of a fee of two dollars, and members are entitled to rebates on admission to the Varsity contests, and to a vote for the officers of the association and for the managers of the Varsity teams. The Athletic Association does its work well, and is actively engaged in providing increasingly large opportunities for physical exercise. It is worth while to be a member of the

association for one usually has a sufficient interest in the Varsity contests to benefit by the rebates to members, and one usually is a friend to someone who may be seeking support in running for one of the offices.

The Athletic Association has under its direction the management of the gymnasium, Illinois Field, the tennis courts south of the gymnasium, and the new playground which it recently purchased. The supplies for the teams and the equipment for the playgrounds are furnished by the association. The holding of mass meetings, the appointment of yell leaders and officials at the games, and the awarding of University emblems to winning athletes are also part of the functions of the association. The election of the football manager occurs in the fall, but the election of the other managers and of the officers of the association occurs in the first week of May. Candidates for these offices must be fully accredited juniors. All active members of the association are entitled to vote at the elections.

Illinois Field

Illinois Field, the athletic field of the University, has belonged to the athletic interests since March, 1891. Early progress in improving it was slow, but in recent years it has been developed into one of the best athletic fields of the west. Its baseball diamond is the equal of the "Big League" diamonds, and is backed by bleachers that will seat three thousand spectators. These bleachers, commanding a pleasing view of the campus, form a popular meeting place in the spring afternoons. The football field encircled by the running track, is located between the baseball field and the gymnasium. Its bleachers will seat five thousand spectators. Three of the most interesting outdoor events of the year are held on the field in front of the bleachers—the Push Ball contest between the freshmen and sophomores, the Interscholastic Circus, and the Maypole Dance. The running track is the fastest track in the west; it was the scene of the remarkable Western Conference Meet of 1910, when five Conference records were broken and one other tied. In the middle of Illinois Field is the Celebration Urn, the memorial of the class of 1910,

and to the west of the urn is the single, large tree which marks the spot of the long home runs of the Illinois baseball stars, particularly the home run hit with three men on bases by "Jake" Stahl in the Illinois-Michigan game in 1903, and one of "Shorty" Righter's three home runs in the Chicago game of 1910. The traditions of Illinois Field are the greatest in number and the most interesting of the student traditions of the University.

Religious Life

THE YOUNG MEN'S CHRISTIAN ASSOCIATION

The Young Men's Christian Association is the active men's religious organization of University students. The Association occupies a fine three-story building just off the campus which contains lounging and game rooms, bowling alleys, and dormitories to accommodate about eighty men. There is also a restaurant, a lunch room, and a barber shop in the basement of the building. The Association holds religious meetings for men every Sunday afternoon, and to these as well as to the building all new men are welcomed. Courses in Bible study are given.

The Association is most helpful to new students. Lists of rooms and boarding places are posted, members of the Association meet all trains, assist students in finding satisfactory locations, and endeavor to make them feel at home. A regularly conducted employment bureau has been of immense service in helping students to find work.

The Young Women's Christian Association performs similar service for the young women of the University.

THE CHURCHES

The local churches in Champaign and Urbana make every effort to attract students, to engage them in the various forms of church work, and to give them a hearty welcome. Certain churches near the campus such as the Trinity Methodist Episcopal church, the Unitarian church, and the University Place Christian church are looked upon especially as "student" churches and here the students attend in large numbers. Other Protestant denominations as the Episcopalians and Presbyterians employ "student pastors" who give their entire time to calling upon students, making their acquaintance, and interesting them in religious work. A Presbyterian student

church is in process of erection the services in which will be entirely for students.

Other religious denominations support organizations. The Loyola club is an organization of Roman Catholic students. Gregory Guild is made up of Baptist students, and the Episcopalian students support a chapter of the Brotherhood of Saint Andrew. Ivrim is made up of Jewish students. The Presbyterian and the Episcopalian churches also each conducts a dormitory for young women.

Publications

THE ILLINI

The *Illini,* the college daily newspaper, is edited and managed by students. The first publication by the students of the University appeared in November, 1871, and was called the *Student.* It was published once a month. Two years later the name was changed to the *Illini,* and shortly the publication appeared twice a month. As the number of students increased, and as student interests multiplied the time of publication became more frequent. From 1894 to 1899 it was published weekly; from 1899 to 1902 it appeared three times a week, and since 1902 it has been conducted as a daily with six issues a week.

The editor, business-manager, and bookkeeper of the *Illini* are now chosen by a Board of Trustees composed of three members of the Faculty appointed by the Council of Administration, and three students—two juniors and one senior—elected by the paid-up subscribers to the paper. Candidates for appointment to office on the *Illini* staff must when they enter upon the duties of their office be seniors in full standing and must previously have maintained an average class standing of not less than eighty per cent.

The other members of the editorial and business staff are appointed by the editor and the business manager with the approval of the Board of Trustees. The profits which accrue from the publication of the *Illini,* with the exception of a small percentage which is set aside for equipment and as a contingent fund, are divided in an agreed-upon proportion among the men composing the editorial and business staffs of the paper.

Leaving out of consideration the financial remuneration which each student receives, the benefits to be derived from a business or an editorial connection with the paper are great.

The *Illini* is published on every day of the week excepting Monday. The subscription price is $2.50 a year.

THE ILLIO

The *Illio,* the University year book, is published by the junior class and is issued near the close of the college year.

The first year book was issued in 1882 by the sophomore class under the title of the *Sophograph,* and continued to appear annually for the next eleven years. The class of 1895 did not issue an annual in its sophomore year, but waited until the junior year bringing out a year book under the name of the *Illio,* by which title the year book still is known.

The editor-in-chief and the business manager of the *Illio* are elected by direct vote of the members of the sophomore class at a time soon after the beginning of the second semester. The contest is usually a spirited one which brings out a large number of the members of the class. Candidates must at the time of their election be in full sophomore standing, and must have carried their class work with an average of not less than eighty per cent. During their term of office they must carry enough work to give them full senior standing at the end of the year.

The other members of the editorial and business staff are appointed by the editor-in-chief. The principal positions are much sought after not only because of the experience which they furnish, but because of the profits which go largely to the two main officers. The positions are exacting in their demands and difficult to fill; they should not be sought except by superior students ahead of their course.

The *Illio* sells for $1.75.

THE ILLINOIS MAGAZINE

The *Illinois Magazine,* the only strictly literary undergraduate publication, appeared first in 1902 under the patronage of the English Club. Since that time it has had an irregular existence. At various times it has suspended publication for want of financial support, and for some two or three years it was the particular protege of the Scribbler's Club, an organization of undergraduates interested in writing. During recent years the magazine has had a somewhat

independent existence and has been a very creditable publication. The editor and the business manager must be members of either the junior or the senior class, and must have an average class standing of not less than eighty per cent.

The subscription price of the *Illinois Magazine* is $1.00 for the year.

THE AGRICULTURIST

The *Illinois Agriculturist* is a monthly magazine published by the Agricultural Club. It has been issued for the past fifteen years. The editor and business manager may be members of the junior class, but in point of fact they are regularly chosen at the end of the junior year. All members of the agricultural club are entitled to vote. Only students who have attained an average class standing of not less than eighty per cent. are eligible for office. The other members of the editorial and business staff are appointed by the editor and business manager. Juniors who have served creditably on the staff for a year are most likely to secure the principal positions for the senior year.

The subscription price of the *Illinois Agriculturist* for students is fifty cents a year.

THE TECHNOGRAPH

The Technograph, the technical journal of the College of Engineering, has been published for the past twenty-four years. Until 1910-1911 but one issue a year was attempted, but at this time a reorganization was made with the intention of publishing the *Technograph* quarterly.

The Technograph is managed by a board consisting of one junior and one senior elected from each of the following societies: the Architects' Club, the Civil Engineers' Club, the Electrical Engineering Society, the Mechanical Engineering Society, the Mining Engineering Society, and the Chemical Club. This board elects three members from the engineering student body at large, all these elections occurring before the last Monday in March. The student board elects a president, a vice-president, and a secretary. It is also the

business of the board to elect an editor-in-chief, a business manager, and an assistant business manager who shall be the treasurer. Ninety-five per cent. of the profits, if there should be any, go to these three, the remaining five per cent. being kept for a contingent fund. The officers of the publication must have attained an average scholastic standing of not less than eighty-five per cent. during the year preceding their election.

An additional advisory board of five, consisting of two members of the Engineering Faculty, the Dean of the College of Engineering, and two alumni are a part of the organization.

The magazine is issued quarterly on October 15, January 15, March 15, and May 15, the subscription price being $1.00 a year.

STUDENTS' DIRECTORY

A student and faculty directory is published each year about the first of November by two students, usually members of the senior class, selected by the Dean of Men. This directory contains the local addresses of all members of the faculty and of all students. In addition the college course, year, and home address of each student is given. Students when registering should be careful to give their local addresses correctly, and if they change them during the year they should report the change at once to the office of the Registrar or of the Dean of Men.

This directory is distributed free of charge by the local business firms whose advertisements appear in it, and is most valuable to any one connected with the University.

Class Organization

The first meeting of the men of the freshmen class occurs in the Auditorium on Wednesday afternoon following registration, at four o'clock. The President of the University and the Dean of Men make short addresses at this time which every man will be helped by hearing.

The first meeting for class organization is held usually in the Chapel of University Hall about the first week in October. Permission to use this room must be secured from the Assistant Dean of the College of Literature and Arts, who is the custodian of the building. The meeting is called by the Dean of Men at the request of members of the class, and he acts as presiding officer until temporary class officers—a chairman and a secretary—are elected. The business of this first meeting is completed when the following committees have been appointed by the chairman:

a. Committee on constitution.
b. Committee on color rush.
c. Committee on class colors.

Class Constitution

The class constitution should be carefully considered because it is the body of regulations under which a class must work during the four years of undergraduate life. The conditions of class membership should be exactly stated, the control of class finances should be considered, and the time of elections and the regulations concerning the eligibility of canditates for class officers should be exactly defined. An illustration of a class constitution is given below. A second meeting of the class is called by the temporary chairman whenever the committee on class constitution is ready to report.

CONSTITUTION OF THE CLASS OF 1912

OF THE

UNIVERSITY OF ILLINOIS

ARTICLE I—NAME

The name of this organization shall be the Class of 1912.

ARTICLE II.—OFFICERS

SECTION 1. The officers of this organization shall consist of a president, a vice-president, a secretary, a treasurer, and a sergeant-at-arms.

SECTION 2. Elections shall be held some time during the second week of each semester. Notice of the election must be posted by order of the president, three days in advance, in five prominent places, and published in the *Illini*. Announcements shall state time, place, and manner of election.

SECTION 3. When an office is vacant for any reason, the highest remaining officer shall declare the office vacant and order an election to fill the vacancy.

SECTION 4. The president shall preside at all meetings of the class, shall enforce an observance of this Constitution and By-Laws, and shall appoint committees not otherwise provided for.

SECTION 5. In the absence of the president, the vice-president shall perform all the duties of the president.

SECTION 6. The secretary shall keep a record of all meetings and shall issue notice of all special meetings.

SECTION 7. The duties of the treasurer shall be to receive and have charge of all money belonging to the organization, to deposit this in an approved bank of Champaign or Urbana unless otherwise directed; and in the name of the organization to pay all bills by cheque signed by himself. At the last regular meeting of each semester the outgoing treasurer shall submit a complete report of all receipts and expenditures of his term. This report must have been approved by the Auditing Committee of the University of Illinois before being submitted to the class, and must be signed by the chairman of that committee. At the first regular meeting of each semester the incoming treasurer must report all liabilities and funds received by him from his predecessor.

SECTION 8. The sergeant-at-arms shall act as doorkeeper, distribute blanks, shall have charge of the tellers of elections, and shall, with the assistance of such deputies as he shall appoint, preserve order at all meetings and elections.

SECTION 9. An officer may resign upon presenting good reasons in writing, and receiving permission from a majority of the members voting at any meeting.

ARTICLE III.—MEMBERSHIP

SECTION 1. No individual may be a member of the Class of 1912 who votes in any other class during the current semester.

SECTION 2. To remain a member of the Class of 1912 students must maintain the following standing:

Freshman Year.—At the beginning of the second semester, fifteen semester hours' credit.

Sophomore Year.—At the beginning of the first semester, thirty semester hours' credit. At the beginning of the second semester, forty-five semester hours' credit.

Junior Year.—At the beginning of the first semester, sixty hours' credit. At the beginning of the second semester, seventy-five hours' credit.

Senior Year.—At the beginning of the first semester, ninety hours' credit. At the beginning of the second semester, one hundred and five hours' credit.

ARTICLE IV.—INSIGNIA

SECTION 1. The colors of this class shall be purple and champagne.

ARTICLE V.—CLASS DUES

SECTION 1. The regular semester dues shall be twenty-five cents, payable before any member may be allowed to vote.

SECTION 2. Assessments may be levied by the consent of the majority of members at any meeting.

ARTICLE VI.—AMENDMENTS

SECTION 1. Amendments to this Constitution or these By-Laws may be made by a vote of three-fourths of all members present at any meeting.

SECTION 2. Every amendment must have been discussed at a previous meeting before it is voted upon.

BY-LAWS

ARTICLE I

Regular meetings must be held at least two weeks before each election.

ARTICLE II

A quorum shall consist of twenty-five members.

ARTICLE III

The order of business shall be as follows:

1. Minutes of previous meeting.
2. Reports of committees.
3. Report of treasurer.
4. General business.
    a. Old or unfinished business.
    b. New business.

ARTICLE IV

SECTION 1. Nominations for officers may be made in open meeting or by general notice, but all nominations must be in the hands of the secretary one week before the election.

To become a nominee, an individual must have the signatures of fifteen members of the class indorsing his nomination.

SECTION 2. Tellers for the first semester election of freshman year shall be appointed as follows: One teller by temporary chairman; one teller by each presidential candidate.

SECTION 3. Tellers for each succeeding election shall be appointed as follows: One by each outgoing president of the Class; one by each of the presidential nominees.

SECTION 4. Nominations must be approved by the Dean of Men, subject to the provision of the Constitution, Article III.

ARTICLE V

SECTION 1. Semester elections must be by means of printed ballots prepared by the president and secretary of the Class. Upon the ballots shall appear the names of all the candidates who have filled their nomination petitions as herein before provided.

SECTION 2. A plurality of all the votes cast for each office at an election is necessary for the election of a nominee to that office.

The Push Ball Contest

For fifteen or twenty years it has been the custom for the freshmen and sophomore classes, early in the fall, to hold a class contest. In recent years this has taken the form of a push ball contest on Illinois Field under the direction of members of the Students' Union. Hundreds of under classmen take part in this contest.

Class Colors

The choosing of class colors is in itself a small matter. It will, however, be the source of considerable annoyance later in the life of the class if these colors are inharmonious or crude. The colors are seen in the sweaters of the class teams, and they are combined in the junior cap and in the senior hat. They should, therefore, be pleasing and dark enough to stand the hard constant strain of everyday wear.

The Green Cap

For years freshmen have been recognized on the Campus by the small green "postage stamp" cap which they wear. Fraternities and other organizations require their freshmen to wear these caps. The custom is a good one which all freshmen should follow; it helps to differentiate classes, it aid the freshmen themselves in recognizing their classmates, and it gives a certain picturesqueness to the crowds of students as they pass back and forth between buildings.

Students in the different colleges are distinguished by the colored button on the cap, white indicating the college of Literature and Arts, yellow Science or Agriculture, and red Engineering. During the winter months a green knitted toque is worn with similarly colored buttons.

Class Elections

The political interest in the freshman class organization is relatively slight. The University traditions are against the freshman's going into social and political matters. It is not until the first semester of the sophomore year that any keen interest is shown in class elections. The president of the sophomore class for the first semester of the year leads the grand march at the Sophomore Cotillion which occurs on the last Friday night of the first semester. He also appoints the committee which has charge of this function.

Interest is also shown in the election of officers of the sophomore class for the second semester, because at this time the managers of the class annual for the junior year are chosen, and although the class officers have no power in the appointing of these men, yet their influence usually counts for a good deal, and it is generally thought worth while at this time to be in political authority. The president for the second semester also appoints the committees

in charge of the Sophomore Stag and the Sophomore Emblem.

The presidency of the junior class for the first semester is much sought after on account of the fact that the president leads the Junior Prom and appoints the Committee which has it in charge. The Prom is scheduled for the second Friday night in December and is one of the leading college social functions of the year. The committees in charge of the Junior Smoker and the Junior Cap are also appointed by the president of the class the first semester. The president for the second semester has recently had the appointment of the Senior Memorial Committee and the Senior Hat Committee. The latter committee is appointed in the spring of the junior year so that the hats may be ready for use early in the fall.

The senior class has no social events during the first semester with the exception of the Class Smoker the committee in charge of which the president appoints. The presidency for the second semester, however, is considered an honor worth striving for. This officer presides at the Class Day exercises, and leads the Senior Ball. He has also the privilege of appointing some very important committees. These include the Senior Ball Committee, the Stag Committee, and the committees on Invitations, Caps and Gowns, Senior Breakfast, Class Day, and Class Finance. The number of members on these committees varies from three to fifteen.

Calendar

The University opens on the Wednesday nearest the twentieth of September. Registration days are the two days previous to the day of opening. New students who have not registered during the summer should obtain permits from the registrar's office and should take these to the office of the dean of the college in which they wish to register. Directions as to how to proceed will be given them there. Old students (men) who were not registered in the University the previous semester should obtain a permit from the office of the Dean of Men. Students registered the previous semester should go directly to the office of the dean of their resepective colleges. Men who do not register upon the regular registration days must obtain a permit from the office of the Dean of Men and pay at the business office a fee of one dollar for late registration. All fees are paid at the time of registration.

Registration

A convocation of the men of the freshman class is held in the Auditorium at four o'clock on the first day (Wednesday) of the semester.

Freshman Convocation

Foot ball practice begins by Conference rule on September 20. Freshmen wishing to try out for their team should see the freshman coach on Illinois Field.

Foot Ball Practice

A reception to men is given by the Young Men's Christian Association on the second Friday night of the semester. All new men are welcomed. Refreshments are served and an opportunity furnished to get acquainted.

Y. M. C. A. Reception

Push Ball Contest

The annual push ball contest between the freshman and sophomore classes takes place as early in October as the organization of the freshman class will permit.

First Report On Scholarship

A report on the scholastic standing of all freshmen and special students and on all other students whose work is below 80 per cent. is made on the fourth Friday in October to the dean of the college in which the student is registered. Men may find out their standing in a general way by calling a few days later than the date of the reports at the office of the Dean of Men.

Students who are reported as doing poor work in more than one subject are called to the office of the dean of their college for conference.

Fall Handicap

The Fall Handicap is an annual event occurring in November for track athletes representing the various classes and handicapped on the basis of their previous records. Medals are given to the winners of places. This meet is the first try-out for prospective candidates for the Varsity Track squad.

Home Coming

On the day of the most important foot ball game on Illinois Field a Home Coming celebration occurs. Hundreds of old students visit the University, special meetings and demonstrations are held, and there is a general reunion of all college organizations.

Thanksgiving Recess

The Thanksgiving recess begins on Wednesday noon previous to Thanksgiving day and ends on the Monday noon following. Students may not without permission absent themselves from classes either immediately before or immediately following a vacation on penalty of being excluded from final examinations in such subjects as they cut. Students who find it necessary to extend their vacation may present a petition to the Committee on Student Progerss ten

days before the beginning of the vacation. Men may leave these petitions at the office of the Dean of Men and women with the Dean of Women.

Junior Prom The Junior Prom is set for the second Friday night in December.

Second Report on Scholarship A second report on scholarship is made to the college office on the second Friday in December. Students who have been reported for poor work both in October and in December are notified and their parents written the facts.

Christmas Concert The Christmas Concert by the Choral Society is given on the Tuesday evening of the week previous to the beginning of the Christmas recess.

Christmas Recess A Christmas recess of approximately two weeks is given, the exact dates of which are announced in the University Catalog. Students may not extend this vacation without permission of the Committee on Student Progress.

Examinations Final examinations for the first semester begin on the last Thursday in January and continue for eight days. Most examinations are held in the forenoons from eight to eleven. Examinations in first hour subjects (8:00 to 9:00 o'clock) occur on the first day of the examination period, in second hour subjects, on the second day of the period, and so on. Students with conflicts must arrange these with the vice-president before the time scheduled for the examination. The afternoons of examination days are occupied with the examinations in subjects the work of which is given in sections.

Sophomore Cotillion The Sophomore Cotillion occurs on the Friday night of the first semester following examinations.

Registration

Registration for the second semester occurs on the Monday and Tuesday following the close of the first semester. Men who do not complete their registration on these days must obtain a permit from the Dean of Men and pay a special fee of one dollar.

Post-Exam Jubilee

A "stunt" program, called the Post-Exam Jubilee, in the auditorium is presented under the management of the Young Men's Christian Association, on the first Tuesday evening, of the second semester.

Military Ball

The Military Ball is given on the Friday night of the week in which Washington's birthday occurs.

Band Concert

The annual Military Band Concert occurs on the evening of the first Saturday in March.

Spring Report on Scholarship

Reports on scholarship for the second semester are made on the third Friday in March. But one report is made during the second semester.

Easter Recess

The Easter recess begins on Thursday at twelve o'clock previous to Easter Sunday and ends on Tuesday noon following Easter Sunday. Students may not extend this vacation without special permission of the Committee on Student Progress.

May Festival

The May Festival, under the direction of the University Choral Society, comes on the Monday, Tuesday, and Wednesday nearest the middle of May

Interscholastic Week

Interscholastic week occurs on the week in May following the May Festival. The exercises of this week include the May Pole Dance on Illinois Field, the Stunt Show, the Circus, and the athletic events of the Interscholastic meet.

Military Events

Between the fifteenth and the thirty-first of May are scheduled the military events of the year, including Military Day, the Hazelton prize drill, the annual military inspection, and the company competitive drill. An extra penalty is imposed upon the cadet who fails to be present at the last two events mentioned.

Spring Celebration

The "Welcome to Spring" occurs without announcement on the first pleasant evening in early April.

Examinations

Examinations for the second semester begin on the Thursday nearest the first of June and continue eight days. Examinations are usually given in inverse order, eighth hour subjects having their examination set for the first morning of the examination period, seventh hour subjects for the second morning, and so on. The afternoons are occupied with the examinations in subjects the work of which has been presented in sections.

Commencement

Commencement occurs on the week following the examinations for the second semester. The events begin with a promenade concert given by the Military Band in the Armory on the Saturday evening of the week in which examinations are ended.

On the Sunday afternoon following the band concert, occurs the Baccalaureate address in the Auditorium. Monday is occupied with the Class Day program, and the Senior Ball in the Armory, Tuesday is Alumni Day, and Wednesday is given over to the exercises of Commencement.

Summer Session

The Summer Session open on the second Monday following Commencement week and continues eight weeks.

Miscellaneous Information

RULES FOR UNDERGRADUATES

The rules governing the conduct and management of undergraduate students are published by the University and may be had at the time of registration or by asking for a copy at any of the University offices. Students will do well to familiarize themselves with these rules.

MILITARY DRILL

The University being one of the "Land Grant" colleges is required to give regular instruction in Military Science. All able bodied male students under twenty-five years of age and citizens of the United States must take military drill twice a week during their freshman and sophomore years. The instruction is under the charge of an officer of the United States army.

During the early history of the University students were required to drill during their entire connection with the institution, from the time they entered the academy until the end of the senior year. In 1880 seniors were excused from the drill requirements, and in 1891 "preps" and juniors were included among those excused. The University cadet regiment is now the largest in the country, and has been brought to a very high degree of efficiency.

A uniform of cadet grey is worn, but students not feeling able to buy a new uniform will find opportunity to pick up second hand uniforms in good condition. These must be approved by the military office before they can be received, and it is usually well for the new student not to pay too generous a price.

The non-commissioned officers of the regiment are selected from the sophomore class, lieutenants from the junior class, and the field officers and captains from the senior class

and the graduate school. There are about seventy commissioned officers in the regiment.

The regiment is a source of much pride to the members and friends of the University. Its size, its martial appearance, and its efficiency make it an important feature of many of the University ceremonies. As it marches down Burrill Avenue, or as it stands in review on the drill ground, flanked on one side by the Military Band and on the other by the Signal Corps and the Battery Corps, it never fails to impress strongly upon the onlookers its deep significance. The Federal government has inspected it by visits of its leading active and retired army officers. President Taft, Generals Miles, Grant, and Carter each on various occasions has reviewed it. The generous commendations of these officials has swelled our pride often amost to the bursting point. of the University by providing liberally for its upkeep, by The State government recognizes it as an important feature summoning it to take part in inaugural parades in Springfield, and by conferring upon its graduating commissioned officers brevet commissions in the National Guard of the State.

PHYSICAL TRAINING

Physical Training is a required course for all freshmen. Students, however, who are physically unable to take the course may be excused by presenting a petition at the time of registration. Men also who are doing manual labor to help earn their living, or who have other legitimate excuses, may be excused from the course by presenting a petition in person at the office of the Dean of Men. Blank forms for these petitions may be obtained from any of the executive offices.

Lectures on personal hygiene are given once a week for the first six weeks of the first semester commencing on the week following registration. These lectures occur on the first day of the two days of the week on which Physical Training is scheduled. That is if Physical Training is scheduled on the study program for Tuesday and Thursday, the lectures

will occur on Tuesday. The gymnasium exercises do not begin until after the lectures on hygiene have ended. Students who on account of illness or other reason are unable to attend work in Physical Training should get an excuse from the office of the Dean of Men.

MEDICAL ADVICE

Everyone at some time during his college course is likely to need medical advice. There are in Champaign and Urbana and about the University a number of excellent physicians and others not so good. Students should not engage a physician without asking the advice of some one who has been in the community long enough to give intelligent advice. This will ordinarily not be another student.

THE HOSPITAL ASSOCIATION

The Hospital Association, organized in 1899, is to provide a fund to furnish hospital care for students in case of illness. Each member pays a fee of one dollar a semester and the sum thus raised is used to pay the hospital expenses of such members as fall ill. The fee may be paid each semester to the business office when the student pays his semester fees, or it may be paid by men at the office of the Dean of Men or of the Dean of the College of Engineering. You can not spend a dollar more wisely than to join this Association since it insures excellent care and more rapid recovery in case of illness.

The funds of the Association are managed by a committee consisting of the Dean of Men, the Dean of Women, and the Assistant Dean of the College of Engineering.

INTERMISSIONS

An intermission of ten minutes is allowed between recitation hours in which students are to get from one building or from one class to another. Many instructors mark students absent who are not in the class room by the time the second class bell rings. Students who are unavoidably late will do well to speak to the instructor at the close of the class period to avoid being marked absent.